DOCUMENT RESUME

ED 173 461 UD 019 480

AUTHOR	Padilla, Amado, M.; Aranda, Paul
TITLE	Latino Mental Health; Bibliography and Abstracts.
INSTITUTION	National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
REPORT NO	ADM-76-317
PUB DATE	76
CONTRACT	HSM-42-72-61
NOTE	293p.; For a related document, see ED 088 246
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Blacks; *Mental Health; *Mental Illness; Mexican Americans; *Psychological Characteristics; *Psychological Studies; Puerto Ricans; *Spanish Speaking

ABSTRACT

An extensive list of literature sources on the psychological and mental health literature of the Latino community in the United States is presented in this annotated bibliography. The intent of this work is to provide the mental health practitioner, researcher and student with a bibliography of literature related to the mental health, directly or indirectly, of Latinos. Latino refers to Spanish speaking, Spanish surnamed, and people of Spanish origin. Most of the literature cited in this bibliography is about Mexican-Americans and Puerto Ricans. A total of 497 references are fully annotated. An annotated list of dissertations and a subject index are included. (RLV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED173461

MAY 1 6 1979

LATINO MENTAL HEALTH

BIBLIOGRAPHY and ABSTRACTS

By

Amado M. Padilla **Paul Aranda**

University of California, Santa Barbara

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

UD019480

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Public Health Service
Alcohol, Drug Abuse, and Mental Health Administration

National Institute of Mental Health
5600 Fishers Lane
Rockville, Maryland 20852

Work on the review is pursuant to Contract No. HSM-42-72-61 with the National Institute of Mental Health, Alcohol, Drug Abuse, and Mental Health Administration, Department of Health, Education, and Welfare.

DHEW Publication No. (ADM) 76-317
(Formerly DHEW Publication No. (HSM) 73-9144)
Printed 1974—Reprinted 1976

For sale by the Superintendent of Documents, U. S. Government Printing Office,
Washington, D.C. 20402

PREFACE

Work on this bibliography grew out of a need for an extensive list of source and reference material on the psychological and mental health literature of the Latino community of the United States. The intent of this work is to provide the mental health practitioner, researcher, and student with an exhaustive bibliography of all the literature which bears on the mental health, directly or indirectly, of the Latino people.

It should be made clear to the bibliography's user that by Latino is meant all of those groups of people usually identified as Spanish speaking, Spanish surnamed, or of Spanish origin. It should also be noted that although all available reference sources were searched for entries, with a few exceptions the available literature is confined to the Mexican-American and Puerto Rican subgroups.

In compiling this bibliography the *Psychological Abstracts* were searched for all years through 1972, as were the computer-based information files of the National Clearinghouse for Mental Health Information (NCMHI) of the Alcohol, Drug Abuse, and Mental Health Administration. In addition, whenever a suitable reference was obtained its bibliography was examined for additional references. By this method it is believed that full coverage of the mental health literature is represented in the bibliography. Many other available periodicals and bibliographies, too numerous to cite here, were examined for references.

An examination of the entries will indicate: (1) that all areas of the psychological and general mental health literature are covered here, and (2) that the references come from a wide variety of sources—for example, anthropological, psychological, psychiatric, sociological, and social work journals, to name the most obvious. In sum, whatever reference that could be located that bore a relationship to the mental health of our target population is included here.

The abstracts themselves were written in such a manner as to communicate to the user the intent of the author of the article. No attempt has been made to pass judgment on the purpose, methodology, or interpretation of any of the material included in the bibliography. Judging the scientific merits of each entry will be left to the user. Finally, the abstracts have been completed in the style used by the NCMHI.

A second volume, which accompanies this one, is a review of much of the literature presented here. Thus this project has been conceptualized and conducted with two purposes in mind: first, to present for the first time an exhaustive annotated bibliography of the mental health literature pertaining to the Latino population of the United States; and second, to analyze the existing literature with respect to the overall "state of the art" mental health. It is hoped that from this effort will stem improved mental health care for the Latino people as well as increased and more meaningful research investigations with the Latino people. Perhaps the most important use that can be made of this two-volume set is as a training manual for those students, especially of Latino origin, who intend to pursue professional mental health careers with the Latino people as a focal point of interest.

Many people have been instrumental at various stages of this project. The authors would especially like to thank Christine I. Padilla, Daniel Trujillo, Irene Aguirre, Teresa Bacani, and Ellen Liebman, who assisted in various stages of locating, abstracting, and indexing many of the articles found here.—A.M.P.

Bibliography and Abstracts

001

Aiello, John R., and Jones, Stanley E. Field study of the proxemic behavior of young school children in three subcultural groups. ***Journal of Personality and Social Psychology*****, 19(3):351–356, 1971.**

The proxemic relationships of interacting pairs of first and second grade children from three subcultural groups were observed in school playgrounds. Interaction distance and directions of shoulder orientation (axis) were recorded. Middle-class white children stood farther apart than lower-class black and Puerto Rican children. Sex differences among white children in distance scores and culture and sex differences in axis scores were also found. The results suggest that proxemic patterns are acquired early in life and support the contention that differences between the dominant culture and other groups in the use of space are basic, with the qualification that sex roles also influence proxemic behavior. 8 references.

002

Aliotti, Nicholas C. Ability to "read a picture" in disadvantaged first grade children. ***Reading Teacher*****, 24(1):3–6, 57, 1970.**

To further explore the hypothesis that a child's verbal interpretation of a picture gives the teacher the opportunity to observe several aspects of language in a single, very simple, informal test, 94 white, middle-class, advantaged, first grade children and 96 black, disadvantaged, first grade children were tested for ability to interpret pictures. In the test, the child is shown a picture and asked a series of true and false questions regarding the picture content. Test results reveal that disadvantaged children fare poorly by comparison with advantaged children. The finding is especially significant in view of the large number of pictures used in school textbooks. Correlational analyses indicate that picture interpretation skill subserves more than simple visual discrimination. Language components measured by intelligence tests, particularly the child's fund of verbal concepts and his ability to express and comprehend verbal material, play an important role in this skill. 12 references.

003

Allinsmith, Wesley, and Goethals, George W. Cultural factors in mental health: An anthropological perspective. ***Review of Educational Research*****, 26(5):429–450, 1956.**

The cultural factors in mental health from a cross-cultural anthropological perspective are reviewed. Related problems in mental health and education are also discussed. The first of four main sections presents the principles of mental health as related to the individual and his culture. In the second section, the various forms of cultural conflict, acculturation, and childbearing practices are discussed with reference to anthropological findings. The third section relates the previous two sections to specific implications of American education and discusses concepts of adjustment. The last section advocates a technique for deriving new insights into human behavior. It is suggested that the results of cross-cultural methods of research will be of crucial importance to educators. The cross-cultural method is dedicated to testing theory and the use of this technique should greatly enrich and solidify the understanding of human behavior and clarify the conditions that promote healthy personality development and genuine psychological well-being. 67 references.

004

Altus, Grace T. WISC patterns of a selective sample of bilingual school children. ***Journal of Genetic Psychology*****, 83(1):241–248, 1953.**

A comparison of the intelligence test patterning of a Mexican descent bilingual group to that of a unilingual English-speaking sample is equated on the basis of age, sex, and performance IQ. The Wechsler Intelligence Scale for Children is utilized in this study. Subjects were referrals for preliminary screening of mentally retarded special classes or participants in a research reading survey. The conclusion is that the performance IQ difference is statistically insignificant while the verbal IQ dissimilarity of 17 points is highly significant in favor of the unilinguals. Verbal subtests indicate statistically significant discrepancies between the groups. A unique subtest patterning is evident which is discordant to the conventional adult Wechsler pattern for the mentally retarded. The bilingual group scored in the psychometrically retarded range in verbal skills (English); however, much of this retardation is attributed to a linguistic handicap and does not accurately reflect the child's potential capacity. These results might be beneficial in the diagnosis of borderline cases of psychometric mental retardation within the bilinguals and might present evidence as to the handicapping influences of bilingualism. It is recommended that further longitudinal research is imperative to determine the magnitude of such differences and their accessibility to change as a result of continual schooling. 8 references.

005

Altus, William D. Racial and bilingual group differences in predict-

ability and in mean aptitude test scores in an Army Special Training Center. *Psychological Bulletin*, 42(5):310–320, 1945.

The Wechsler Mental Ability Scale (WMAS) previously had been shown to be a valid predictor of Center trainees' eventual disposition (whether discharged as inapt or retained in the Army), but its validity for various racial and bilingual groups was unknown. In this study, the WMAS scores for four bilingual groups (American Indian, Mexican, Filipino, and Chinese) and two English-speaking groups (white and Negro) were correlated with final dispositions. All groups had evidence of similar abilities on the visual classification performance test but the four bilingual groups scored lower on all WMAS subtests than the two unilingual groups; differences between verbal aptitude scores on the WMAS and performance test scores were greatest for the American Indian group. Despite the depressed scores of bilingual groups, the Wechsler was shown to be a valid predictor of disposition for all groups. Predictability varied for the different groups; however, the Negro and American Indian WMAS scores showed the highest correlation with disposition, while the Mexican trainees' scores showed the least. 2 references.

006

Altus, William D. A note on group differences in intelligence and the type of test employed. *Journal of Consulting Psychology*, 12(3):194–195, 1948.

A comparison of racial group differences in intelligence and the effect of a particular type of test is presented. Each Anglo, Negro, Mexican and Indian group was administered the following tests: The Wechsler Mental Ability Scale B, Form B subtests (Information Arithmetic Comprehenison and Similarities), the Army General Classification Test (AGCT), and the Mechanical Aptitude Test (MAT). Subjects were all classified as illiterate upon entering the Army and all met common criterion for graduation on the basis of two reading and math objective tests. Verbal subtest results show that the mean scores for Anglo and Negro groups are superior to that of the Mexican and Indian groups. The AGCT reveals the mean score of the Anglo to be superior to that of the Mexican. And the Negro mean score is inferior to the Mexican, but superior to the Indian. Results of the MAT disclose superior maintenance of Anglo mean score in comparison to the other groups. The Mexican MAT group mean score is better than the Negro and Indian group scores. It is concluded that the data seem to imply that group inferiority or superiority is in part, at least, a function of the test employed. An assumption is made that certain group differences in IQ reported in previous research for national, linguistic, or racial groups might be completely contradicted if the type of measure is changed. No references.

007

Altus, William. The American Mexican: The survival of a culture. *Journal of Social Psychology*, 29(2):211–220, 1949.

An examination of the American Mexican and the survival of his culture is presented. The linguistic aspects of Mexican culture persist among those American citizens of Mexican ancestry found in an American Special Training Center. All trainees of Mexican ancestry spoke Spanish no matter how many generations their ancestors may have lived on what is now the soil of the United States. Many of the Ss were conversant in Spanish in terms of reading and writing, while some spoke no English. While many attended English-speaking schools and could not read or write in English, they could read and write in Spanish, a language they had not formally studied in school. The native-born and reared non-English Mexican has been shown to be more maladjusted and less intelligent than the non-English foreign-born and educated Spanish-speaking subject. The propinquity of Mexico, religion, diets, Mexican movies, and Spanish newspapers all aid in the persistence of his original language. Discussion of historical institutions of the Mexican and two case studies are presented to further explain the persistence of the culture and language. It is suggested that Spanish persists with greater hardiness among American Mexicans than does any other non-English tongue among comparable groups of American citizens. 2 references.

008

Altus, William D., and Clark, Jerry H. The effect of adjustment patterns upon the intercorrelation of intelligence subtest variables. *Journal of Social Psychology*, 30(1):39–48, 1949.

An investigation of the effect of adjustment patterns upon the intercorrelation of intelligence subtest variables is presented. Three groups of Army illiterates, two Anglo samples and one Spanish-speaking sample were administered an adjustment test consisting of the Minnesota Multiphasic Personality Inventory and Bell's Adjustment Inventory. In addition to this test, the Wechsler Adult Intelligence Scale (WAIS) was also given. The data shows that subjects classed as maladjusted have a higher order of intercorrelation among their abilities (when abilities are defined by a score on individual subtests of the WAIS) than do the well-adjusted trainees. Confirmation of this finding was obtained on a "bright normal" group of veterans undergoing counseling. A number of hypotheses which might explain the findings are examined. The most intelligible hypothesis offered to explain the consistent intercorrelation trends of the maladjusted is that he is still emotionally and intellectually a child and that his abilities are somewhat undifferentiated. 6 references.

009

Ammons, Robert B., and Aguero, Abelardo. The Full-Range Picture Vocabulary Test: VII. Results for a Spanish-American school-age population. ***Journal of Social Psychology*****, 32(1):3–10, 1950.**

To obtain norms for Spanish-American (SA) children on the Full Range Picture Vocabulary Test (FRPVT), 80 SA children from grades 1 to 10 were tested on both the FRPVT and the 1927 Stanford-Binet. The sample population was representative of the Denver, Colorado SA population with respect to occupations of the parents. Reliability coefficients disclosed that scores on Form A and Form B of the picture vocabulary correlated .86, and .85 and .82 respectively with the Binet vocabulary test raw scores. There is an indication of regular age progression in scores while no sex differences in performance were noted. The picture vocabulary test scores reveal little bilingual handicap at the earlier age levels. It is found that the test has considerable interest value and can be administered in a short time. It is suggested that the FRPVT can be profitably used in the individual testing of Spanish-American children and that the separate norms for SA's should be used wherever indicated. 20 references.

010

Anastasi, Anne, and Cordova, Fernando D. Some effects of bi-lingualism upon the intelligence test performance of Puerto Rican children in New York City. ***Journal of Educational Psychology*****, 44(1):1–19, 1953.**

Administration of the Cattell "culture free" test to Spanish-speaking children provides the setting for examining the effects of bilingualism upon intelligence test performance. Two forms (2A and 2B) of the test were given to 176 Puerto Rican children in Spanish and in English using a 2 by 2 Latin square design. An analysis of variance revealed significant F-ratios for subjects, sessions, and order-sex interaction. The most outstanding finding is the marked improvement from first to second testing session, regardless of language. Although there is no overall sex difference in score, the girls performed better when the testing order was Spanish-English, the boys when it was English-Spanish. This order-sex interaction is attributed mainly to the rapport between the children and examiner. The overall performance of the group is considerably below the test norms reported by Cattell. Some reasons advanced for such a discrepancy are: the very low socioeconomic level of the Puerto Rican children, their bilingualism which makes them deficient in both languages, their extreme lack of test sophistication, and their poor emotional adjustment to the school situation. It is suggested that the first step for the effective education of migrant Puerto Rican children is to find a solution for the lan-

guage problem which gives rise to the children's maladjustment. 32 references.

011

Anastasi, Anne, and de Jesus, Cruz. Language development and nonverbal IQ of Puerto Rican preschool children in New York City. *Journal of Abnormal and Social Psychology*, 48(3):357–366, 1953.

Language development and nonverbal IQ were measured in 50 5-year-old Puerto Rican children in New York City. Each child's language was recorded in both Spanish and English, but all testing was conducted by a Puerto Rican examiner who spoke in Spanish exclusively. It was found that children used Spanish almost entirely; only about 2 percent of their words and less than 1 percent of their sentences were spoken in English. The performance of the Puerto Rican children was compared to that of 50 white and 50 Negro 5-year-old children tested with the same procedures in an earlier study by Anastasi and D'Angelo. Although the educational and occupational levels of the Puerto Rican parents were lower than those of white and Negro parents, the Puerto Rican children did not differ significantly from the white or Negro groups in the Goodenough Draw-A-Man IQ. The Puerto Rican children superseded both the white and Negro groups in mean sentence length and in maturity of sentence structure. It is suggested that the greater extent of adult contact in the home environment of Puerto Rican children is a possible explanation for their superiority in early linguistic development. 18 references.

012

Anderson, James G., and Johnson, William H. Stability and change among three generations of Mexican Americans: Factors affecting achievement. *American Educational Research Journal*, 8(2):285–307, 1971.

An examination of sociocultural change and the influence of the home environment on the achievement of Mexican-American (MA) children in the educational system is presented. A stratified sample of 163 junior and senior high school students were administered a questionnaire to assess the achievement characteristics of each child in the family. The nine factors in the questionnaire are as follows: 1) language usage in the family; 2) student's desire to achieve in school; 3) participation in extracurricular activities; 4) parental stress on academic achievement; 5) parental stress on completing high school; 6) parental stress on attending college; 7) parental assistance with school work; 8) self-concept of ability; and 9) student's educational aspirations. It is disclosed that there is little difference between MA families and other families with respect

to the amount of emphasis on education that the child experiences in the home. This contradicts the notion that MA families place little emphasis on education and achievement. The most significant finding is that MA children may have less confidence in their ability to successfully fulfill the expectations of their parents and the school than their peers. It is suggested that designing educational programs that directly attempt to improve the degree of confidence that MA children have in their ability to succeed in school may improve their academic performance. 21 references.

013

Anderson, James G., and Safar, Dwight. The influence of differential community perceptions on the provision of equal educational opportunities. *Sociology of Education*, 40(3):219–230, 1967.

Extensive interviews with community members and school personnel in two multicultural Southwestern communities demonstrate the importance of perceptions and attitudes in the provision of equal educational opportunity for Spanish-American and Indian children. The findings reveal a ubiquitous feeling that Spanish-American and Indian children are less capable of achieving desirable goals than are their Anglo contemporaries. This lack of achievement of the minority groups appears, in a large part, to be perceived as a lack of innate ability and support rather than as the fault of inadequate school programs. Moreover, this feeling of inferiority appears to be internalized by the minority groups themselves, thus creating an insidious negative climate for their children. No references.

014

Antonovsky, Aaron. Aspirations, class and racial-ethnic membership. *Journal of Negro Education*, 36(4):385–393, 1967.

A comparison of the level of aspiration among middle- and lower-class Anglo-American, Negro, and Puerto Rican tenth grade male and female high school students is presented. The 378 subjects were administered a questionnaire with eight questions related to their future socioeconomic-educational aspirations. Findings indicate that middle-class Anglo-Americans clearly have a higher level of aspiration than the other five groups. The lower-class Puerto Ricans tend to have a relatively low aspirational level and they also report fewest success models. There is a substantial similarity in patterns of response of the two Negro, the lower-class Anglo-American, and the middle-class Puerto Rican groups. A comparison of Negro and Anglo-American boys, holding class constant, does not change the results. The Anglo-American middle-class boys consistently have higher aspirations than the other groups. 11 references.

015

Aragon, John A., and Ulibarri, Sabine. Learn, Amigo, learn. *Personnel and Guidance Journal*, 50(2):87–89, 1971.

The problems that confront guidance personnel in their relationship with culturally different clients are discussed in terms of the following cultural characteristics: 1) language—counselors should become cognizant of the value of bilingualism; 2) diet—people of different cultures maintain different types of diets; 3) costuming—flamboyant dress or personal adornment can be a mark of historical, cultural differences, rather than poor taste; 4) social patterns—a counselor must be aware of the concept of the extended family and its bonds; 5) ethics—counselors must be cognizant of different ethics found in other cultural groups. When counselors fail to recognize these characteristics, culturally different students become emotionally crippled. It is concluded that, in their inservice preparation, guidance counselors should include experiences that will familiarize them with the characteristics of a culturally different people. Counselors must find ways to positively reinforce a positive self-image in their clients. It is recommended that educators and guidance counselors reinforce cultural differences and promote mutual respect among culturally diverse people. No references.

016

Aramoni, Aniceto. Machismo. *Psychology Today*, 5(8):69–72, 1972.

An investigation of machismo as a behavioral pattern among males in Mexico is presented. Machismo is a reaction and a paradoxical behavior in which the male seeks hypermanliness to prove himself a "man." Although not a universal trait of Mexicans, machismo is found in certain socioeconomic classes. Machismo is an attitude toward existence. It reflects the way a special type of man responds to conditions of life. Over-compensating for his acute inner feelings of inadequacy and guilt, the *machista* struts through life, giving and seeking challenges. There is a positive striving in this struggle that epitomizes the fundamental problem of any person who is trying to emerge from a profound symbiosis. That is, the machista is impelled to dominate others in order to deny his own weakness, extreme dependency and regressive undertow. Passages from rural Mexican songs are provided to indicate the characteristics of machismo. Machismo is a uniquely Mexican answer to the universal quest for individuation, dignity, and relatedness. There are many different ways in which a person can respond to an entrenched sense of fear and inadequacy. The response of the *machista* is to transcend the universally unbearable fear of aloneness and weakness through acting bigger, stronger, and more glorious. No references.

017

Aranda, Robert G. The Mexican American syndrome. *American Journal of Public Health*, 61(1):104–109, 1971.

An examination of the Mexican-American (MA) syndrome is presented. The MA has been described as dumb, dirty, lazy, and as fatalistic, voodoo practitioners of a criminal mentality. The characteristics of the MA syndrome were found in a study of endemic undernutrition that sought to relate nutritional status and environmental stimulation to achievement. Discussion of the history and philosophy of the Chicano movement is presented to show its positive impact on the Chicano. It was found that members of the Chicano movement did not have the symptoms of the MA syndrome. Discussion of narcotics rehabilitation and prevention programs, free clinics, and health education classes provides a new approach to the health problems encountered by the Chicano. A survey revealed the inadequate health services found in Los Angeles, San Diego, and Imperial counties. It is concluded that the MA is armed with an identity —Chicano. The people now disclaim the MA syndrome and assume a more positive, progressive, and self-determining Chicano syndrome. It is suggested that *Chicanismo* is creating a positive community mental health attitude. 11 references.

018

Arnold, Richard D., and Wist, Anne H. Auditory discrimination abilities of disadvantaged Anglo- and Mexican-American children. *Elementary School Journal*, 70(6):295–299, 1970.

Two disadvantaged ethnic groups, 90 Anglo-Americans (AA) and 93 Mexican Americans (MA), divided into three age groups (6-9 years of age) are administered a test of 40 word-part phonemic discriminations. The test was devised in part from the Wepman Auditory Discrimination Test and consisted of three scales. The MA scale contained 20 items which were phonemes judged to be difficult for the MA and AA children. The AA scale contained 10 items from the Wepman Test while an additional 10 were control items. Each word pair required oral discrimination in the initial, medial, or final position. For each item of each of the three scales, item difficulties and item intercorrelations were computed. On the MA scale (20 items) the mean error scores for AA's are consistently lower than the scores of MA's. The results favor the AA subjects of all age groups. The AA scale (10 items) results are also favorable for the AA subjects. The findings appear to support previous studies which show a higher incidence of problems in auditory discrimination among children of low socioeconomic levels. There is indication that membership in a minority ethnic group also increases the chances that children will have prob-

lems in auditory discrimination. One educational implication is that disadvantaged MA children need considerably more practice with English, their second language. 12 references.

019

Asher, James J., and Garcia, Ramiro. The optimal age to learn a foreign language. *Modern Language Journal*, 53(5):334–341, 1969.

Using 71 7–19-year-old Cuban immigrants, an attempt was made to determine which factors were related to the achievement of a native pronunciation of English. The factors were age of the children when they entered the United States, length of time in the United States, sex, and any interaction between the variables. The results showed that, although no Cuban child achieved a native pronunciation of English, a near-native pronunciation was most apt to occur if the boy or girl was 6 or younger when coming to the United States, and lived in this country between 5 and 8 years. A biological explanation is proposed to account for the findings. No references.

020

Atencio, Tomas C. The survival of La Raza despite social services. *Social Casework*, 52(5):262–268, 1971.

An appeal is made to social workers to replace their aura of professionalism with the spirit of brotherhood in order to create a new humanity. The philosophical foundations on which social work and its training are based are examined, along with the concepts of individualization, autonomy, self-determination, and social control in the context of social work. It is suggested that the social worker must emerge as a model of a new man who is aware, responsible, and capable of working within the institutionalized framework to create a new humanity. One alternative is to implement an educational plan meaningful to La Raza. La Academia de La Raza is an education-action-research institute that serves to educate and to resolve conflict in a community. Learning material, derived from an individual's life experience, culture, and oral history, is employed to make a person cognizant of the social, political, and economic conditions that affect his life. From this knowledge an individual develops a skill for coping with conditions. No references.

021

Atencio, Tomas. Mental health and the Spanish speaking. In: *Mental Health Planning Conference for the Spanish Speaking*. Rockville, Md.: National Institute of Mental Health, 1972. pp. 19–32.

An analysis of mental health and the Spanish-speaking (SS)

community is presented in three parts. The first describes the relationship between mental health and La Academia de la Nueva Raza (LALNR). La Academia is engaged in a process of collecting a body of knowledge and transmitting it into an educational process. It is noted that knowledge on a normative behavior of the SS must be studied. Secondly, the problems with institutions and government agencies in relation to the SS are discussed. The SS have to form counter institutions and not emulate the American institutions. This includes using counter institutional methods to do research and training by making use of the "total barrio experience." A consolidation of this knowledge into a constituency planning program for mental health will provide important information on how the SS view the world and categorize their illnesses. Lastly, several case illustrations that describe varying degrees of illness in terms of SS diagnostic terminology are reported. It is important to recognize the way people describe their behavior because their assessment offers solutions to their problems. No references.

022

Back, Kurt W. The change-prone person in Puerto Rico. *Public Opinion Quarterly*, 22(3):330–340, 1958.

The relationship between changeability and residential mobility in a sample of 405 subjects from slum areas in the different stages of the housing relocation process is investigated. An interview consisted of the following five personality measures relating to acceptance of change: The role-playing test investigating "creativity" in human relation situations; the sentence completion test giving scores for "optimism" and "ambition"; the interview indices measuring attitudes toward "modernism"; and the records of behavioral "variability." The characteristics of change-prone respondents indicate that "changers" are more likely to be young, educated men. Most receptive toward change are heads of families who either have high-status jobs or a job adapted to the industrialization of the country. Opposition to change occurs in families of laborers and service workers. Changeability points to persons with an opportunity for social mobility who are young enough to look to the future and who do fit into the government programs for education and economic change. The relation between changeability and residential mobility shows little correlation with acceptance to change. The proportion of persons who have moved out of the slums into housing projects is not positively related to the changeability scores. While the personality measures show no relationship to mobility, modernism and variability have significant positive relationships with the index of residential mobility. 4 references.

023

Backner, Burton L. Counseling black students: Any place for whitey? *Journal of Higher Education*, 41(7):630–637, 1970.

Black and Puerto Rican students from a special educational program provided data on attitudes and opinions regarding ethnic similarity of their counselors. Three samplings were obtained in separate projects, each with its own purpose, each utilizing a different method of sampling, and all three varying widely in reliability and validity. Results from the first study indicate that sex and age are more important factors than racial background when selecting a counselor. The second study showed students to have a preference for a counselor of similar ethnic background, but some of them were also indicating dissatisfaction with their counselor's ineffectiveness. The third study revealed that the only students desiring a counselor from their own ethnic background were students who were already working with a counselor whose ethnic background was similar to theirs. The three samplings provide evidence that black and Puerto Rican students feel that similarity of ethnic background between counselor and student "doesn't matter." The findings suggest that even when a student says that he does feel that his counselor's background is important, this often has more to do with the student's feeling about the counselor as a person than as a white person. 2 references.

024

Ball, John C. Marijuana smoking and the onset of heroin use. In: Cole, J., eds. *Drug Abuse: Social and Psychopharmacological Aspects*. Springfield, Illinois: Charles C. Thomas, 1969. pp. 117–128.

A study was made of the onset of heroin use by Puerto Rican addicts. The following questions were considered: Who provided the illegal drug? How were the techniques of administration learned? From whom? Where did the event occur? Were there percursors? How is opiate addiction spread among juveniles? Heroin use began in an unsupervised street setting, while the subjects were still teenagers. The initiates had usually smoked marihuana before using opiates. There was no evidence that the onset of drug use was a consequence of proselytizing, coercion, or seduction. Onset was a group process. The incipient addict willingly sought to join the addict group and learn the techniques and norms of the drug subculture. He was not misled by mercenary fraud. The interpersonal and situational factors associated with the onset of marihuana smoking and opiate use among the Puerto Rican addicts of this study have not changed during the past 40 years. Although the incidence and prevalence of drug abuse in Puerto Rico may have changed during this period, the evidence suggests that the peer-group

behavior leading to the onset of drug addiction has remained unchanged. 20 references.

025

Ball, John C., and Pabon, Delia O. Locating and interviewing narcotic addicts in Puerto Rico. *Sociology and Social Research*, 49(4):401–411, 1965.

The interview procedure employed and the field experiences which took place during the 2-year followup study of 243 former narcotic addicts in Puerto Rico are discussed. Post-hospital information was secured for 97 percent of the subjects; 109 of the former addicts were located and interviewed in Puerto Rico. It was found that the former female addicts, most of whom were engaged in prostitution, were more difficult to locate than the former male addicts. Further, subjects from middle- or upper-class families, from rural areas, and those not actively engaged in "life on the street" are more readily interviewed than their counter-parts. Preliminary analysis of the research findings reveals that more than half of the subjects are either incarcerated or using opiates at the time of the interview. Of those "on the street," one-third were using opiates. The subject's occupation is associated with his addiction status. Thus, those males engaged in illegal occupations are most likely to be drug users, to have arrest records, and to be imprisoned or hospitalized. 11 references.

026

Ball, John C., and Snarr, Richard W. A test of the maturation hypothesis with respect to opiate addiction. *Bulletin on Narcotics*, 21(4):9-13, 1969.

The present research study investigates the maturation hypothesis of opiate addiction. The results of followup studies on 242 Puerto Rican opium addicts indicate that 67 percent were still using heroin or were incarcerated. With continued use of the drug, the extent of criminality and social impairment increased. A sizable minority (20 to 40 percent) of the addicts become abstinent and reasonably productive citizens. Thus two major patterns exist among American heroin addicts: nonproductive criminality or maturation to a point of abstinence. 12 references.

027

Barberio, Ricky. The relationship between achievement motivation and ethnicity in Anglo American and Mexican American junior high school students. *Psychological Record*, 17(2):263-266, 1967.

In an effort to determine "need achievement," tests were given

to 342 eighth grade students, both Anglo-American and Mexican-American. Anglo-American and Mexican-American students 12-14 years of age were provided a set of three 4- by 5-inch stimulus pictures and a test booklet to write a story for each of the N-Ach stimulus pictures. Each picture had five related questions that the subjects were to expound upon. After all 342 of the tests had been administered and scored, then the test booklets of 69 Mexican-American subjects were randomly selected and matched with a like group of Anglo-American subjects having the same intelligence. It was concluded there is no statistically significant difference in the mean need to achieve between Mexican- and Anglo-American eighth grade students having the same intelligence. This finding of no significant difference in N-Ach scores between the two ethnic groups when they are matched for intelligence is the overriding variable associated with N-Ach; when intelligence is held constant, a previously observed statistically significant relationship with social-class membership becomes insignificant. It is suggested that differences in N-Ach normally attributed to ethnic-group membership are due rather to differences in intelligence. 3 references.

028

Barker, George C. Social functions of language in a Mexican-American community. *Acta Americana*, 5(3):185–202, 1947.

An inquiry into the language function of a bilingual minority group in the process of cultural change is presented. Informal observations, questionnaires, and interviews over a period of 6 months examined the language usage of the individuals from an in group and out group relations perspective. Data indicate a division of the social functions of language within the specific areas of intimate or family relations, informal relations, formal relations, and Anglo-Mexican relations. Congruity of the individual's linguistic behavior is patterned with his social relations. Four varying degrees of bilingual types are mentioned. In addition, congruity of the groups' linguistic behavior is patterned with its social relations. The group tends to preserve Spanish as the language for family relations while reserving English for impersonal relations. A correlation of linguistic behavior patterns with basic acculturation conditions reveals divergent types of cultural orientations. Thus, linguistic behavior is concerned not so much with what an individual states are his attitudes and values as with how he uses and reacts to the linguistic symbol systems at his command in the daily course of his social contacts. No references.

029

Batt, Carl E. Mexican character: An Adlerian interpretation. *Journal of Individual Psychology*, 25(2):183–201, 1969.

A review of the literature describing Mexican national character from an Adlerian interpretation is presented. The first part examines the views of Samuel Ramos and Octavio Paz, which are derived from national history and general historicocultural considerations. The empirical data from Oscar Lewis and the author compose the second part of the review. Ramos perceives Mexican character in terms of the Adlerian inferiority complex and the basic striving for security and superiority. He sees the feeling of inferiority as undeniably influenced by external circumstances, but ultimately dependent on the degree of confidence that the individual has in himself. This self-confidence can be greatly undermined when a person's goal overreaches his ability. Then, he can achieve only an illusion of superiority by dominating or power striving. Paz views the Mexican as living in a society which gives him no sense of community and therefore does not enable him to feel or express the equivalent of Adler's social interest. The empirical data of Lewis and others have added to the "cult of manliness," an Adlerian dynamic, with the discussions of masculine protest and man's fear for his status, and as a counterpart, the female martyr complex and the occasional defiant female. The data have shown that these characteristics develop not so much from the Mexican historicocultural situation as from the childhood experiences within the structure of the Latin family. The children are given neither a model of cooperation between parents, nor the chance to practice it with parents. These observations still apply to the current scene in Mexico. 32 references.

030

Baxter, James C. Interpersonal spacing in natural settings. *Sociometry*, 33(4):444–456, 1970.

Different spatial arrangements are examined among three subcultural groupings, three sex combinations, and three age levels in two observational settings. Subjects (819 pairs) were classified according to Anglo-, black-, or Mexican-American (MA) ethnic group; adult, adolescent, or child age level; male-male, female-female, male-female sex combination; and indoor or outdoor observation setting. Ratings of interpersonal distance were made from an unobtrusive location in each setting. Data indicate the tendency for MA subjects of all ages and sex groupings to interact more proximally than the other two groups. MA's not only stand closer together, but they touch each other more often. The tendency for blacks to stand at greater distances is consistent with earlier studies. Age-group com-

parisons reveal that the ethnic group differences in spacing are present even in the youngest subject groups. While the size of these differences increases with age, their presence in the children's group suggests that schemata of appropriate spatial arrangements are learned early in childhood and persist into adulthood. Sex differences show more proximal interaction for groupings with one or two female members. In the interior and exterior observational settings, the Anglo group tends to interact consistently. The MA group, however, clusters more closely when interacting indoors, while blacks cluster more outdoors. Implications of the findings in the areas of interpersonal and environmental design are discussed. 22 references.

031

Bay Area Bilingual Education League, and the Multilingual Assessment Program. *Bilingual Testing and Assessment.* Berkeley: BABEL, June 1972. 105 pp. Copies available from BABEL, 1414 Walnut St., Berkeley, Calif. 94709.

The proceedings from the first annual Bilingual/Bicultural Testing and Assessment Workshop are reported. Eight instruments—Wechsler Intelligence Scale for Children, Comprehensive Test of Basic Skills, Cooperative Primary, Lorge-Thorndike, Inter-American Series-General Ability, Culture-Fair Intelligence Test, Michigan Oral Production Test, and the Peabody Picture Vocabulary Test—are examined in terms of their applicability to bilingual/bicultural students. A critical review of the New Inter-American Series test of general ability and tests of reading shows that the test authors and publishers are grossly negligent in the lack of reliability and validity of this large-scale test. A brief description of a Criterion-Referenced System for the assessment of a bilingual curriculum provides a stimulus for further investigation and experimentation with this methodology. A presentation "Some Cautionary Notes on Attempting to Adapt I.Q. Test for Use with Minority Children and a Neopiagetian Approach to Intellectual Assessment: Partial Report of Preliminary Findings" clearly discloses the complexities involved in testing and assessment of bilingual/bicultural children. Resolutions and findings are provided. 23 references.

032

Bernal, Ernest M. "Comparative Concept Learning Among Anglo, Black, and Mexican-American Children Under Standard and Facilitation Conditions of Task Administration." Paper presented at the Symposium of the Effects of Cultural Variables on the Mexican-American at the Meetings of the American Psychological Association, Washington D.C., 1971. 36 pp. (Xerox)

The effects of a standard task administration versus a complex facilitation strategy on the concept learning (CL) of monolingual, English-speaking Mexicans (MAI), bilingual Mexican Americans (MAII), Anglo-Americans (AA), and black Americans (BA) are compared. The three hypotheses generated are: (1) facilitation strategies will have little effect for AA's in their performance under standard CL test conditions; (2) ethnic minorities will score higher on CL tasks with facilitation strategies than with the standard CL administration; (3) under equal facilitative conditions, the AA group will not perform significantly better on CL tasks than do the BA, MAI, or MAII students. One hundred and ninety-two subjects were administered the modified version of the Letter Sets Test and the Number Series Tests. The results show that the hypotheses are supported; that is, statistical significance is obtained in the direction predicted. The AA group is not affected by the intervention technique, whereas the ethnic groups show significant difference in the predicted direction. Moreover, with the facilitation technique the ethnic minority groups perform as well as the AA's. It is concluded that, contrary to the hereditarian position, ethnically appropriate environmental intervention can effectively eliminate the significant CL-performance differences across ethnic populations. 73 references.

033

Berney, D.; Cooper, Robert L.; and Fishman, Joshua A. Semantic independence and degree of bilingualism in two Puerto Rican communities. ***Revista Interamericana de Psicologia*****, 2(4):289–294, 1968.**

An investigation of a measure of semantic independence which can be derived from verbal fluency measures of degree of bilingualism is described. The Spanish and English word-naming and word-association responses of two groups of Puerto Rican respondents, one living on the Island and the other on the mainland, were analyzed. The analysis was in terms of the proportion of translation-equivalent pairs to the number of words produced in the weaker language for each of five societal domains. The respondents living on the Island gave significantly higher translation-equivalent ratios than did those living on the mainland. The domains of the family and neighborhood exhibited the smallest translation-equivalent ratios and the domains of education and religion the largest. Semantic independence and relative bilingual proficiency were found to be largely independent dimensions with the former reflecting the coordinateness of the bilingual's language system. 6 references.

034

Blank, Marion, and Frank, Sheldon M. Story recall in kindergarten

children: Effect of method of presentation on psycholinguistic performance. ***Child Development*****, 42(1):299–312, 1971.**

A story-retelling task was used to test syntactic and semantic aspects of language performance in 34 kindergartners. Two groups of subjects were matched for age, IQ, and ethnic background (Negro, Puerto Rican, and white subjects in each group). Syntactic recall was reduced in amount and varied in pattern from the commonly used single-sentence imitation task. Several factors appeared to be responsible, including such variables as semantic content and "stress" (the need to retain large amounts of information). Linguistic performance, including both semantic and syntactic recall, was enhanced by varying the method of presentation so that the subject was required to play a more active role in the situation. In addition to the method of presentation, intelligence was found to influence performance in that subjects with higher mental ages showed significantly better recall. 16 references.

035

Bloom, Bernard. A census tract analysis of socially deviant behaviors. ***Multivariate Behavioral Research*****, 1(3):307–320, 1966.**

The ecological correlates of various forms of social disequilibrium in 15 census-tract characteristics are investigated. Nine measures of social disequilibrium, familial disruption, marital disruption, economic disruption, environmental disruption, educational disruption, juvenile delinquency, psychiatric disruption-public, psychiatric disruption-private, and suicide rate are found to be highly intercorrelated over the tracts. Of the nine measures of social disequilibrium, public psychiatric hospital admission rates are significantly related to most of the census tract characteristics. Where significant relationships exist, these types of social disequilibrium are without exception high in those census tracts characterized by high proportions of Spanish surnames, foreign borns, and females. In addition, low community participation, low population level per household, low educational level, low economic level, few sound housing units, and a high incidence of tuberculosis are characteristic of the 15 census tracts. The findings confirm previous studies regarding the demographic structure of urban communities and the patterns of socially deviant behavior. Attention is given to the methodological problems and possibilities in the use of correlational data to suggest cause-effect relationships. 21 references.

036

Bloombaum, Milton; Yamamoto, Joe; and James, Quinton. Cultural stereotyping among psychotherapists. ***Journal of Counseling and Clinical Psychology*****, 32(1):99, 1968.**

The cultural conditioning of psychotherapists is discussed. The psychotherapist must be aware that attitudes or behavior he displays might lead a patient to infer that he holds stereotypes about sex, race, religion, or socioeconomic status. The therapist may incorrectly interpret the patient's negative reactions to these perceived stereotypes. One-half hour structured interviews were obtained with 16 practicing psychotherapists in which their attitudes toward Mexican Americans, Negroes, Japanese Americans, Chinese Americans, and Jews were investigated. Of all responses, 22.6 percent were culturally stereotypic in terms of imputations of superstitiousness, changeability in impulse, grasp of abstract ideas, and distinction between illusion and fact. Mexican Americans are most frequently the objects of such stereotypes, with Negroes, Jews, Chinese Americans, and Japanese Americans following in that order. Of all responses, 79.2 percent indicated the presence of more subtle stereotypic attitudes. The racial distance scale from Bogardus' social distance scale was also administered. Psychotherapists differentiated among five ethnic groups with respect to the degrees of social distance they maintained. They least often preferred to intermarry with Negroes, next with Chinese Americans and then Mexican Americans, then Japanese Americans, and most often with Jews. It is concluded that the psychotherapists may be said to reflect the general culture of which they are a part and are, therefore, not to be considered immune to cultural conditioning. 1 reference.

037

Bogardus, Emory S. Gangs of Mexican-American youth. ***Sociology and Social Research*****, 28:55–66, 1943-1944.**

The social behavior of Mexican-American (MA) gang members in Los Angeles during the 1940's is examined. The gangsterism of some MA youths should be viewed as a part of a total spectrum of gangs whose membership includes individuals of different racial and cultural backgrounds from all parts of the world. The underlying factor of gang behavior for this particular ethnic subgroup is the conflict of cultures in which MA's are made to feel ostracized and inferior. In addition, the educational system creates problems for MA youth. After dropping out of school and encountering employment discrimination, MA youth drift into a vicious cycle of delinquency and crime. It is recommended that more social work is needed in the MA home and that job training programs for delinquent youth are vital. Attitudes of social tolerance and understanding on the part of police officers, news media, and the general public are also necessary. MA delinquents and gangsters should not be treated as "Mexicans" but as antisocial youth who are subject to pre-

vailing negative cultural patterns in their impoverished neighborhoods. No references.

038

Boxhill, Carlton J.; Kalarickal, Thomas V.; and Curcio, Mary Low. Certain expressed moral beliefs of three groups of early adolescent boys. *National Catholic Guidance Conference Journal*, 14(1):21–24, 1969.

The hypothesis that there is no difference in expressed moral beliefs of Negro, Puerto Rican, and white early adolescent boys living in a low socioeconomic area was tested. The subjects—111 Negro, 116 Puerto Rican, and 78 white eighth grade boys—were administered the Student Belief Inventory. Results indicate that the white group scored higher than the Negro and Puerto Rican groups on the traits of honesty and responsibility. No significant difference is reported between any groups in the traits of friendliness, loyalty, and moral courage. 12 references.

039

Bransford, Louis. Mental retardation and the Mexican American. Prepared for the Regional Training Program to Serve the Bilingual/Bicultural Exceptional Child, Montal Educational Associates, 1972. 17 pp. (Offset)

A discussion of significant issues concerning the classification of Mexican-American (MA) children as mentally retarded is presented. One of the most serious inequities in our educational system is the misdiagnosis of MA children and their differential treatment. There is no genetic reason why the rate of incidence of mental retardation among the MA population should be greater than among the population as a whole. What is known, however, is that: (1) Most mentally retarded children in public schools are mildly retarded (IQ scores range from approximately 50 to 75). (2) Lower socioeconomic communities contribute a greater share of mentally retarded children. (3) Certain ethnic groups tend to have a large proportion of their population in lower socioeconomic communities. (4) The members of some of these ethnic groups are bilingual. A critical analysis of these four facts as they relate to the misplacement of MA children is discussed. Intervention and remediation programs which emphasize bilingual/bicultural training, with parental involvement and special teacher training, are absolutely necessary for long-range gains. 15 references.

040

Brenner, Joseph H.; Coles, Robert; and Meagher, Dermot. Flying high or low. In: *Drugs and Youth: Medical, Psychiatric, and Legal Facts.* New York: Liveright Publishing Corporation, 1970. pp. 143–152.

The racial and socioeconomic aspects of marihuana use are discussed. Blacks and Puerto Ricans have always furnished the large majority of traditional addicts. Nearly three out of every four addicts are black, and over half of all the nation's addicts live in New York City. But marihuana use that formerly marked ghetto youths now exists among college students and suburban youths. Narcotics are used by the ghetto poor to escape their knowledge of the inaccessibility to a middle-class standard of life and values—the same values and standards from which the rich youth are escaping with psychedelic drugs. Many ghetto youths find marihuana not an exciting path to "self-discovery," but an inevitable aspect of a fierce and brutish life that is not conceptualized but lived. On the other side of the ghetto wall, self-conscious affluent students tell psychiatrists that the world is bad, rotten, evil, hypocritical, and must at all costs be fled. The theme on campus, as in the ghetto, is escape. The American social and economic system, which makes the ghetto possible, apparently finds vindictive legislation against addicts easier to accomplish than any real effort to change tenement life in the ghetto.

041

Bronson, Louise, and Meadow, Arnold. The need achievement orientation of Catholic and Protestant Mexican-Americans. ***Revista Interamericana de Psicologia*****, 2(3):159–168, 1968.**

The need achievement orientations of 54 Protestant and 54 Catholic Mexican-American subjects of similar levels of acculturation and socioeconomic background are reported. It was hypothesized that values related to the "Protestant Ethic" would be reflected by Protestant MA subjects. Data indicate that the Rosen Scale, evaluating basic achievement motivation, reflects an equal drive in both groups. The McClelland four-need achievement cards, reflecting values and attitudes, show the Protestants to have achievement goals more related to an activistic-individualistic-future orientation. It is suggested that certain elements of the Protestant religion such as stewardship, individual responsibility, asceticism, and self-discipline are responsible for the attitude differences expressed by Protestant subjects. 7 references.

042

Broom, Leonard, and Shevky, Eshref. Mexicans in the United States: A problem in social differentiation. ***Sociology and Social Research*****, 36(3):150–158, 1951.**

An attempt to specify an analytic approach to the study of Mexicans in the United States is presented. The four main headings under which the discussion is outlined are: (1) economic func-

tion and mobility, (2) acculturation and urbanization, (3) status and assimilation, and (4) modes of isolation and integration. The first task centers on the problem of differentiating the population with regard to its source and migration history. Geographic origins of the population and prior occupational status characteristics and acculturation to Hispanic norms are examined. Another section of the study involves the differentiation of the population with respect to its present socioeconomic status, urbanization, and acculturation to American norms. Finally, modes of cultural and institutional isolation or functional integration are postulated as follows: (1) the continued isolation of atomistic enclaves; (2) the emergence of an integrated ethnic community; and (3) reduction in the isolation of the Mexican-American population, their incorporation in the larger society, and the progressive liquidation of the ethnic enclaves. 14 references.

043

Brown, Fred. Intelligence patterns of Puerto Rican psychiatric patients. *Journal of Social Psychology*, 52(2):225–230, 1960.

A sample of 59 Puerto Rican psychiatric patients is evaluated for intellectual level and functioning by converting Wechsler-Bellevue (W-B) subtest scores to IQ equivalents and by certain Rorschach determinants. Verbal, Performance, and Full-Scale IQ's were taken directly from the W-B test protocols. The number of cases for each subtest ranged from 45 to 49. Findings indicate that the group as a whole is classified as Dull Normal Intelligence (15th percentile) when compared with standardization norms. Also, as a group they are much more variable than members of the general population. Subtest analysis reveals a significantly low threshold for anxiety as reflected in a borderline rating for the factor designated as Freedom from Distraction. Verbal comprehension is at the low average range and is aided by average sensitivity to social sequences as a resource in dealing with social situations. Perceptual organization is at the dull normal level and may also reflect anxiety. The estimated IQ mean of 103, based on Rorschach determinants, suggests a potential for average intellectual functioning. Average intellectual functioning was obtained despite a constrictive confinement as reflected in low production of human responses on the Rorschach. 9 references.

044

Buckhout, Robert. Toward a two-child norm: Changing family planning attitudes. *American Psychologist*, 27(1):16–26, 1972.

Family planning attitudes among young unmarried undergraduate students of various ethnic backgrounds are examined. The

sample—80.9 percent white, 9.1 percent black, 5.3 percent Spanish surname (SS), 3.0 percent oriental, and 1.5 percent native American—is stratified by race according to California's population distribution. Subjects consisted of an equal number of males and females with a mean age of 22 years. In addition, expanded sub-sample groups of SS and blacks were surveyed to facilitate comparisons against the main sample. A questionnaire with a 10-point preference scale designed to collect standard demographic data, biographical information, family planning ideas, and attitudes toward sterilization, abortion, and birth control was administered to the subjects by 16 interviewers. The findings reveal: (1) The ideal number of children desired by Anglos is 2.45. Blacks and the SS desire larger families, 4.1 and 4.0 children respectively. (2) Little enthusiasm for population alternatives such as abortions, sterilization, and the pill is indicated by blacks and SS Catholics. (3) The SS group differed from the main sample on the items "ideal number of children" and "voluntary sterilization of spouse." It is concluded that the findings signal a shift toward a two-child norm for only the young Anglo subjects. The implication of these findings is that minority-group members should set their own timetable for dealing with overpopulation. Also, mandatory sterilization should be ruled out and the notion that every child be wanted should be emphasized. 24 references.

045

Burstein, Alvin G., and Kobos, Joseph. Psychological testing as a device to foster social mobility. ***American Psychologist*****, 26(11):1041–1042, 1971.**

One use is described of common psychological tests in a socially disadvantaged population in a way intended to be congruent with the social goal of inducing maximum socioeconomic mobility in the hitherto economically disadvantaged group. The initiation by a university group of a health career opportunities program in collaboration with a local high school is discussed. The essence of the program was linking medical and nursing students with a population of high school students, mainly Chicano, and testing services were offered and the results made available to the students and their parents. The program is concluded to be successful in terms of student-parent-teacher-psychology trainee involvement, and it is noted that psychological testing was used positively to maximize the subjects' effective freedom to choose among realistic goals. No references.

046

Cabrera, Y. Arturo. Schizophrenia in the Southwest: Mexican-Americans in Anglo-land. In: Douglass, Malcolm P., ed. ***Claremont Reading***

***Conference*: *Thirty-First Yearbook*. Claremont, Calif: Graduate School and University Center, 1967. pp. 101–106.**

The hypothesis that Mexican Americans (MA) and Anglo-Americans (AA) live in worlds of unreality with reference to each other is examined. The life of the MA is complicated by the three worlds they live in: One world has its historical foundations in Europe, the other is Indo-Mexican with its folk-culture characteristics, and the last is Anglo-American. The basic problem in attempting to understand this circumstance is that none of these worlds is a full reality for MA's. These worlds are mixtures of fact and fantasy in the life of the MA. It is shown that MA's reflect degrees of orientations from a Mexican to AA culture. MA's who are socially mobile are not exact counterparts of AA middle class, and those who are middle class seem to lose their ethnic-group identity. AA's tend to view socially disadvantaged MA's in terms of folk-culture traits and appear to be generally unaware of the concerns of MA's. It is concluded that AA's and MA's in the Southwest do not understand each other very well. A major implication of this circumstance is that instructional objectives in our schools will continue to falter unless educators recognize operationally the importance of understanding culture and language differences as well as ethnic and racial diversity in school children. 6 references.

047

Cain, Mary Alexander. A study of relationship between selected factors and the school achievement of Mexican-American migrant children. *Dissertation Abstracts International*, 31(8–A):3947, 1971.

The possible relationships of age, sex, parent-child relations, and modes of response to problems of frustration and failure to the school achievement of Mexican-American migrant children were investigated. Subjects were 58 Mexican-American migrant boys and girls, ranging in age from 7 through 13, who attended a summer school program in Michigan. It was found that arithmetic achievement equaled or excelled reading achievement at each age level. All achievement decreased beyond the 9-year-old level. No differences were noted between achievement of boys and girls. Parent-child relations were perceived as significantly loving and protecting. The childrearing dimensions of rejection and neglect were significantly less prevalent than other dimensions. Children saw themselves as more rewarded than punished. Mothers were seen as more protecting, more demanding, more rewarding, and more punishing than fathers. Relatively lower arithmetic and reading scores were significantly related to mother's rejection, neglect, and casualness. Father's love was positively related to arithmetic achievement, while their casualness was negatively correlated with reading and perform-

ance. It was found that 41 percent of children's story completions were goal oriented, gratification deferring, middle-class solutions; 34 percent used withdrawal from problems and 25 percent included appeals to authority, use of fantasy, or antisocial aggression. The solutions had no relationships to school achievement.

048

Caldwell, Floyd F., and Mowry, Mary D. The essay versus the objective examination as measures of achievement of bi-lingual children. *Journal of Educational Psychology*, 24(9):696–702, 1933.

A comparison of the essay and objective examinations as measures of achievement among Anglo-American (AA) and Spanish-American (SA) children is presented. Pupils were tested in the areas of English and history. A total of 643 subjects were examined and the results from 4,646 tests were used as a basis for the conclusions. The data indicate that language difficulty operates to penalize SA pupils when either the objective or the essay type of examination is used as a measurement of achievement. There is considerably more handicap experienced with the essay than with the objective test. This is due to the fact that essay tests demand a "recall" of vocabulary, whereas the objective examination requires largely a "recognition" of unfamiliar words. There is a greater handicap experienced by SA children when tests are given in history rather than in English. This is possibly due to the fact that the application of English in a situation other than in the field of English might tend to increase the language difficulty. The SA child scores relatively higher on the objective test than on the essay. It is suggested that teachers should employ the objective type of test in order to insure the language handicapped SA a more reliable measure of achievement. No references.

049

Caldwell, Floyd F., and Mowry, Mary D. Teachers' grades as criteria of achievement of bi-lingual children. *Journal of Applied Psychology*, 18(3):288–292, 1934.

An attempt is made to determine: (1) whether teachers' grades assigned to bilingual children are as fair criteria of school achievement as grades assigned to the English-speaking group; and (2) whether there is a tendency for teachers to grade this bilingual group consistently higher or lower than knowledge of subject matter would justify. A total of 167 Anglo-Americans and 216 Spanish Americans were tested in English while 153 Anglo-Americans and 146 Spanish Americans were tested in history by means of objective and essay testing procedures. The objective test and the New Stanford Achievement Test (NSAT)

scores correlated highly in both language groups, while correlation coefficients of the essay test and the NSAT were markedly lower in the Spanish-American group. The study indicates that the objective test is a more reliable measure of general school achievement for Spanish-American children than the essay test while the essay test is a more reliable measure of Anglo children. It was found that teachers' grades for the bilingual group are not as reliable criteria of achievement as those grades assigned to Anglo children, which indicates that there is a constant bias in effect; Spanish-American children are being graded consistently lower than their actual knowledge of subject matter justifies. It is recommended that further study of these mixed classes should determine the nature of biases, prejudices, and emotional or sentimental influences that are in operation. The degree to which these factors operate to influence classroom methods and procedures might also be studied. No references.

050

Caldwell, Floyd F., and Mowry, Mary D. Sex differences in school achievement among Spanish-American and Anglo-American children. *Journal of Educational Sociology*, 8(3):168–173, 1935.

Sex differences in school achievement among 340 Spanish-American (SA) and 283 Anglo-American (AA) children are examined. Subjects were administered 4,646 objective and essay tests. All of the tests were checked and graded twice. The following items were to be studied: the differences in mean scores earned by males and females from each group and the relative amount of language handicap experienced by SA females as compared to SA males. An examination of the data reveals that AA females exceed AA males enrolled in school by 16.3 percent. It is noted that AA parents may be more inclined to encourage their boys to quit school and to go to work whereas SA parents encourage their girls to stay home and contribute to the family support at an earlier age than is required of boys. The critical ratios indicate that there are no sex differences in responding to the two types of tests sufficiently large to be considered statistically significant, though there are certain tendencies which may indicate: (1) that AA females earn slightly higher scores on the essay test than AA males; (2) that SA males earn slightly higher scores on the essay test than SA females. The latter is probably due to more social contact with AA's in sport activities and social functions. No references.

051

California State Advisory Committee to the United States Commission on Civil Rights. *Police-Community Relations in East Los Angeles, California.* Los Angeles: California State Advisory Committee to the United States Commission on Civil Rights, 1970. 33 pp.

Relations between the Mexican-American community of Los Angeles and the law enforcement agencies with which it has contact are discussed. The law enforcement agencies historically have been composed of individuals whose cultural orientation is basically Anglo and who have very little understanding of the culture, lifestyle, and language of the community which they are assigned to serve. Investigation of events surrounding the death of the Chicano community's leading spokesman during the riotous national Chicano moratorium march in August 1970 revealed a dangerous breakdown in communication between the community and the police. Existing police community relations programs are completely ineffective, and a feeling that the police were doing their job well is generally lacking. The two main attitudes toward police are anger and fear. Recommendations include: (1) Thorough investigation and public airing of the situation as a minimum starting point for improving police representation but operating independently of and with authority over law enforcement personnel to accept and act upon citizens' complaints against police officers. (2) Establishment of an office with police representation but operating independently of and with authority over law enforcement personnel to accept and act upon citizens' complaints against police officers. (3) U.S. Department of Justice community relations service observation, monitoring, and evaluation of police community relations in the Chicano community for a year. (4) Establishment of a committee of Mexican Americans and local police to conduct appropriate investigations and recommend changes in current law enforcement procedures and police community relations programs.

052

Carlson, Hilding B., and Henderson, Norman. The intelligence of American children of Mexican parentage. ***Journal of Abnormal and Social Psychology*****, 45:544–551, 1950.**

An attempt to ascertain whether any alleged group differences in intelligence between Anglo- and Mexican-descent elementary school children is presented. The subjects, 115 Mexicans and 105 Anglo-Americans were administered the following intelligence tests: Detroit Beginning First Grade, Detroit Primary, Pintner-Cunningham, Kuhlman-Anderson, California Test of Mental Maturity CTMM (Elementary short form) and the Stanford-Binet (1937 revision). The Mexican children were found to have consistently lower mean IQ scores than the Anglo group. The difference between the two groups increased in magnitude from the first to the last testing periods over a span of 5½ years, primarily because of a drop in mean IQ of the Mexican children. While these dissimilarities might be due to hereditary factors, it was suggested that uncontrolled environmental factors remained. Therefore, no final statement of the

relative native superiority of one national group could be made. It is concluded that when scores were obtained from various tests and then treated as a single variable the possibility of prediction of later test scores was greater for the Mexican group. This finding questions the appropriateness of the common practice in schools of recording for predictive purposes an index of intellectual brightness for a child who is not a member of the cultural group upon which the test is standardized, and especially so when the index is to be used at some time subsequent to the testing period. 26 references.

053

Carrow, Sister May Arthur. Linguistic functioning of bilingual and monolingual children. *Journal of Speech and Hearing*, 22(3):371–380, 1957.

A comparisen of English language ability and achievement is made between a monolingual and a bilingual group of children. Subjects were third grade youths of similar socioeconomic status, age, and intelligence. The following language indices were employed: The California Test of Achievement, The Durrell Sullivan Reading Capacity Test, The Gillmore Oral Reading Test, and The Fairbanks Test of Articulation for Non-Readers. Results indicate that there is a significant difference between the language groups—in favor of the monolingual group—in the tests of oral reading accuracy, oral reading comprehension, hearing vocabulary, arithmetic reasoning, and speaking vocabulary. No significant differences are indicated for both groups on silent reading vocabulary, oral reading rate, spelling, verbal output, length of clause, and degree of subordination. The bilingual group made more and different types of articulatory and grammatical errors than the monolingual group. The males did not differ significantly from the females in any of the measures of language functioning except that of oral reading rate. Educational and research implications are provided for further study of bilingualism. 16 references.

054

Carter, Thomas P. The negative self concept of Mexican-American students. *School and Society*, 96(2306):207–209, 1968.

Most educators who deal with Mexican-American children are convinced that this group contains a larger than normal percentage of individuals who view themselves negatively. A negative self-image is seen as a primary reason for the group's lack of educational success. Three sets of sociopsychological instruments were administered to 190 Mexican-American and 98 Anglo high school ninth graders. Profiles drawn of the group results were almost identical. In some cases, a slightly larger

percentage of the Mexican Americans rated themselves on the positive extreme. The interviewed students supported the notion that as a group they did not suffer from a negative view of themselves. It was suggested that the supposed negative-image of the Mexican American is in reality an Anglo stereotype projected on this ethnic group. The implications of a negative self-image are discussed. Mexican Americans are a heterogeneous group of people, and educators must reexamine the school and the students they serve to test such currently held beliefs as the group negative self-image. The acceptance of these notions serves to protect educators from an indepth examination of other problems related to success and failure of Mexican-American students in the "Anglo" school. 1 reference.

055

Carvajal, Tony L., and Lane, J. Melvin. The educationally neglected. Prepared for the Regional Training Program to Serve the Bilingual/Bicultural Exceptional Child, Montal Educational Associates, 1972. 19 pp. (Offset)

The case of the educationally neglected Mexican-American population in the Southwest is presented. An inadequate education is seen as a contributing factor that has depressed the MA population in the lower echelons of society. Efforts that will stress evaluation of the "educational system" rather than the child are necessary. Evaluation of special educational classes and curriculum for the mentally retarded is essential. Youngsters who have been categorized as "disadvantaged" either socially, educationally, or culturally are educationally neglected. The term connotes negligence, complacency, insensitivity, and sometimes apathy. The "problem" teacher is one who really must be evaluated. These are his characteristics: 1) apathetic, 2) insensitive, 3) sensationalistic, 4) complacent, and 5) perplexed. Discussion of the teaching profession and its philosophy of concern for people is presented. The teacher preparation training in colleges and universities and the local school districts' administrative attempts to help its teachers are two areas that must be broadened. An examination of improper diagnostic techniques and the serious consequence of misplaced children reveals that the intellectual measurement of minority children has been abused. Educators should strive to keep the IQ score in its proper perspective. The Wechsler Intelligence Scale for children and the Wechsler Adult Intelligence Scale can be used to assess the placement of MA children in classes for the retarded. There should be a careful examination, however, of test profiles that indicate a 15-point, or more, spread between low verbal and high performance test scores. 6 references.

056

Casavantes, Ed. Pride and prejudice: A Mexican American dilemma. *Civil Rights Digest*, 3(1):22–27, 1970.

The attributes of people living in the culture of poverty and the qualities of the Mexican-American (MA) people are examined. Social scientists who study the MA usually describe the poor MA and not MA's as they exist in toto. This scientific oversight has resulted in the perpetuation of very damaging stereotypes. Eight qualities which have been invalidly attributed to MA's as part of their ethnicity are listed. While these attributes have been used to characterize the MA, they are really descriptive of people, regardless of ethnicity, living in poverty. In this context, these attributes are valid. The danger, however, is in assigning these attributes as the unique possession of one particular ethnic group. Three different sets of attributes of the MA include: (1) a set of false attributes usually ascribed to him because he is poor; (2) national origin, culture, customs, and religion; (3) demographic data on educational attainment and income which characterize the MA within the culture of poverty concept. It is concluded that poverty, more than ethnicity, seems to account for so many failures of MA children in the classrooms and for a father's failure in vocational endeavors. There is literally nothing wrong with the MA except that he is economically poor and poorly educated. A recommendation is made to improve the self-image of the MA so that neither he nor those he encounters act out a negative self-fulfilling prophecy. No references.

057

Castaneda, Alfredo; Ramirez III, Manuel; and Herold, Leslie. "Culturally Democratic Learning Environments: A Cognitive Styles Approach." Prepared for the Multi-Lingual Assessment Project, Riverside Component, 1972. 32 pp. (Offset) Copies available from Systems and Evaluations in Education, P.O. Box 1567, Riverside, Calif. 92502.

This manual for teachers of culturally different children has two objectives. The first is improving teacher effectiveness and equipping teachers with a teaching strategy that will make learning enjoyable and successful for children who presently fail. The second purpose is to preserve in today's educational system the concept of *cultural democracy*—the right of any American child to remain identified with his own ethnic group while adopting mainstream American values and lifestyles. Culturally democratic learning environments can be preserved by schools and teachers through the implementation of cognitive styles of learning that are culturally appropriate to each child. Since children develop preferred modes of learning in early years at home, culturally democratic learning environments (schools)

must integrate the child's home learning mode. As a general rule, children are more likely to be field-dependent than field-independent if they are members of ethnic groups that emphasize family loyalty and close personal ties among the family members. It is hypothesized that the primary reason educational institutions have failed the majority of Mexican Americans and other ethnic minority groups is the insensitivity of school personnel to the cognitive styles of these people. It is critically important that educational institutions be sufficiently flexible to operate in both field-dependent and field-independent cognitive styles and to respect the person regardless of his style. 6 references.

058

Cate, Clarence C. Test behavior of ESL students. ***California Journal of Educational Research*****, 18(4):184–187, 1967.**

The relationship among several group ability tests and a performance portion of an individual test is reported. One hundred and twenty-one native Spanish-speaking students (ethnicity not specified) enrolled in English as a Second Language (ESL) classes were administered the performance scale of either the WISC or WAIS as appropriate to their age. In addition, the Tests of General Ability (TOGA), Raven Progressive Matrices (RPM), Cattell Culture Free Intelligence Test (CCF), and the Test Rapido Barranquilla (BARSIT) were also given. Results show that the correlations between TOGA, RPM, CCF, BARSIT, and the WISC performance scale are .64, .69, .57, and .77 respectively. The results further indicate that group tests can be used for the purpose of establishing a baseline in ability and for possible identification of students to be screened for special education classes. No references.

059

Chambers, Carl D.; Cuskey, Walter R.; and Moffett, Arthur D. Demographic factors in opiate addiction among Mexican-Americans. ***Public Health Reports*****, 85(6):523–531, 1970.**

To isolate any changes which may have occurred in Mexican-American (MA) drug addicts in recent years, the histories of the 106 MA addicts admitted to the Federal hospitals at Lexington, Ky. and Fort Worth, Tex., during the first 6 months of 1961 were compared statistically, by sex, with the histories of the 169 MA's admitted during the same period of 1967. The study showed that the incidence of MA addicts among the total addicts admitted to the two hospitals doubled between 1961 and 1967 even though the total number of hospital admissions decreased by almost 20 percent. The increase, however, was only among the male addicts. Female representation in 1967 was less than half that of 1961. The majority of MAs in 1967 resided in Texas;

in 1961, California was the largest contributor of MA addicts. An overwhelming majority of the MA addicts, regardless of sex, were school dropouts. A large majority of the MA opiate addicts in 1967 had histories of smoking marihuana, histories which usually had preceded their use of opiates. Opiate use most often began during the adolescent years. The MA addicts were most frequently found to be young adults; mean age decreased between 1961 and 1967. Almost all were addicted to heroin, which, of course, they purchased from illegal sources; almost all used it intravenously. Even though the MA addicts supplemented their incomes from illegal sources, a majority maintained some legal occupational role while addicted. All had been arrested; the first arrest most frequently had preceded the use of opiates. While, by 1967, recidivism was increasing, readmissions were more likely to be voluntary rather than enforced. 16 references.

060

Chandler, John T., and Plakos, John. *Spanish-Speaking Pupils Classified as Educable Mentally Retarded.* Sacramento: California State Department of Education, Division of Instruction, 1969. 7 pp.

A total of 47 pupils enrolled in grades three to eight were administered the *escala de Inteligencia Wechsler para Ninos* which is the Spanish version of the Wechsler Intelligence Scale for Children (WISC). The results of the study showed that the mean gain between the prior English test scores and the subsequent Spanish test scores was 13.15 IQ points. The average IQ on the English version of the WISC was 68.61 and 81.76 on the Spanish version. These findings indicate that when these pupils are able to perform in their primary language, their IQ test performance is, in many cases, above the cutoff level (IQ of 75) for placement in a class for the educable mentally retarded (EMR). It is recommended that school-district personnel should review the cases of Spanish surnamed pupils enrolled in EMR classes and those pupils whose primary language is Spanish should be retested with the Spanish version of the WISC. A "transition" program should be provided for pupils who need special instruction in the use of the English language. Long-range plans should be made to improve the present methods and instruments used for assessing pupils prior to referral to EMR classes, particularly those pupils with different cultural and linguistic backgrounds. No references.

061

Christiansen, Ted, and Livermore, Gary. A comparison of Anglo American and Spanish American children on the WISC. *Journal of Social Psychology*, 81(1):9–14, 1970.

The influence of environmental variables in the development of intelligence suggests a relationship between social class and intelligence. The performance of lower- and middle-class Anglo-Americans with lower- and middle-class Spanish-Americans on the WISC is compared. Ninety-two Anglo-American and Spanish-American children, 13-14 years of age, none of whom were enrolled in special education classes, were classified on the basis of social class and ethnic origin into four groups. Comparisons were made of the following: a) The Full Scale IQ scores; b) the Verbal Scale IQ scores; c) the Performance Scale IQ scores; d) the intellective factors of Verbal Comprehension, Freedom from Distractibility, Perceptual Organization and Relevance. Data revealed that middle-class children in both ethnic groups scored significantly higher than the lower-class children on each of the WISC measures examined. On those measures where ethnic origin was a factor, Anglo-Americans scored significantly higher than Spanish Americans. Social class was a more important factor in differentiating among subjects on the WISC measures than ethnic origin. It is concluded that general intelligence and the development of verbal abilities, including the ability to utilize acquired verbal skills in new situations, are related to ethnic origin and social class. Nonverbal abilities, perceptual organization ability, and the ability to concentrate on a task were found to relate only to membership in a particular social class. 11 references.

062

Cicirelli, Victor G.; Granger, Robert; Schemmel, Denny; Cooper, William; and Holthouse, Norman. Performance of disadvantaged primary-grade children on the revised Illinois Test of Psycholinguistic Abilities. ***Psychology in the Schools,*** **8(3):240–246, 1971.**

The performance of disadvantaged primary school children in grades one, two, and three subdivided into white, black, and Mexican-American groups is reported based on use of the revised Illinois Test of Psycholinguistic Abilities (ITPA). When compared to existing norms for middle-class whites, the group as a whole tends to be below average at each grade level on the ITPA; the means are smaller, and the standard deviations are larger. The ITPA test profiles reveal strong points in the abilities that use the visual channel in manual expression and in auditory sequential memory. These children are weakest in abilities that involve the auditory channel and the two abilities associated with language. For the racial ethnic subgroups, the pattern is similar except that the range of deviation for the whites is smaller; the Mexican Americans excel in visual sequential memory; and in contrast, the blacks excel in auditory sequential memory. The intercorrelations among the subtests of the ITPA are similar to those reported in the test manual.

Intercorrelations of the ITPA subtests with MRT and SAT scores indicate that the strongest abilities of the children are least correlated with readiness and achievement, while their weakest abilities are most correlated. The abilities that are highly related to school achievement are those in which they show the greatest deficiency. Two important questions arise concerning why there is such a contrast in the profiles of the whites, blacks, and Mexican Americans in regard to the memory abilities and whether it is cultural or innate. 13 references.

063

Clark, Margaret, and Mendelson, Monique. Mexican-American aged in San Francisco: A case description. *Gerontologist*, 9(2):90–95, 1969.

A case description of the Mexican-American aged in San Francisco is presented. Most elderly persons of Mexican descent who now live in San Francisco came from villages in Mexico. Because of the pattern of immigration, the older persons of Mexican descent have been exposed to the combined processes of acculturation and urbanization. The subject was a 71-year-old grandmother. During the years that her children were growing up and she was without the support of her husband, times were very hard. She now owns her own house and with her live her daughter and son-in-law and their two children, two sons, and two children of one of the sons. Her two sons and daughter work, and she assumes responsibility for all the housekeeping and cooking, as well as care of the grandchildren. The evidence of her continued importance in the family pleases her, and she seems to be in her element with a house full of family and friends while she is cooking in the midst of it all. She also carries on an active trade between this country and Guadalajara. Second only to her delight in her trading trips to Mexico is her penchant for gambling. This family is relatively unacculturated. They manifest traditional Mexican patterns to a somewhat greater extent than many more Anglicized families. It was concluded that the major task in mental health today is to seek a way of helping people to establish and maintain sense of self, meaning, and worth, without recourse to arbitrary hierarchical arrangements in which one assures his own competence and value by the devaluation of others. 8 references.

064

Cleland, Charles C; Iscoe, Ira; and Patton, William F. Climatological influences in mental deficiency as related to three ethnic groups. *Revista Interamericana de Psicologia*, 1(1):13–25, 1967.

An investigation of the relationship between season of conception and subsequent birth of mental defectives in Texas is

presented. Utilization of the Texas institutionalized population affords a differential assessment of the effects of temperature since this State is warmer in contrast to the States where similar studies were conducted. Subjects numbering 11,000 were grouped according to ethnicity, (Anglo, Negro, Mexican American), level of retardation, sex, and paternal educational level. Analysis indicates that more retardates seem to have been conceived in the hotter months of the year for the MA sample. No such trend was found for the total 11,000 retardates. Those subjects with IQ's less than 20 also seem to have been conceived in greater numbers during hotter months. Seasonal variations in season of conception among retardates also reflect wide differences with respect to paternal educational level. It is concluded that 61.6 percent of the 11,000 institutionalized retardates residing in six Texas institutions provide modest support for previous studies relating season of birth to incidence of retardation. 11 references.

065

Coers, Walter C. Comparative achievement of white and Mexican junior high school pupils. ***Peabody Journal of Education,*** **12(4):157–162, 1935.**

An attempt is made to determine the relative achievement of the white and Mexican children as determined by standard tests. Subjects were distributed as follows: 66 whites and 66 Mexicans in the sixth grade; 18 whites and 18 Mexicans in seventh grade; 13 whites and 13 Mexicans in the eighth grade. Scores were obtained on the Kuhlmann-Anderson Test, a group intelligence test, and the Public School Achievement Test, Battery A, a measure of scholastic achievement for the subjects. On the basis of the analysis of all data obtained, the following conclusions are reached: (1) The Mexican group in all three grades achieve more in proportion to their mental ability than the white group on all parts of the achievement test except language usage; (2) The relative achievement of the Mexican groups is greatest on the arithmetic computation test, followed closely by the relative achievement of the spelling test; (3) The Mexican groups in all three grades show higher and consistent correlation coefficients than the white group between ability to score on the intelligence test and ability to score on the achievement test; (4) The sixth grade Mexican group shows most consistent and definite relationships on all parts of the achievement test; (5) The inferior pupils (according to their tested mental ability) of both white and Mexican groups in each grade are working more up to their capacity than are the superior pupils, but there is no appreciable difference in efficiency of achievement between the white and Mexican groups at various intelligence levels. No references.

066

Cohen, Raquel E. "Preventive Mental Health Programs for Ethnic Minority Populations: A Case in Point." Paper presented at the XXXIX Congreso Internacional de Americanistas, Lima, Peru, 1970. 45 pp. (Mimeo.)

Experiences with low-income Puerto Rican families which challenge mental health professionals to think in terms of comprehensive preventive mental health programs are offered. It was learned that: (1) an individual can encounter serious personal problems when he tries to adapt to the social mores of an alien culture; (2) problem solving and personal development can be facilitated or impeded by one's heritage; (3) interactions with representatives of social systems can strongly affect the individual's self-esteem; (4) coping mechanisms for the mastery of adaptational crisis need to be developed by the cultural-alien individual; (5) the alien individual needs to increase his ability to develop values and styles of behavior which are adaptively adequate for his new social conditions; (6) professionals and social institutions who understand the importance of differences in value orientation must support and strengthen individual competency and autonomy of cultural aliens; and (7) a loving relationship within a secure, familiar environment for healthy personality development needs to be established for cultural aliens. Encouraging suggestions for meeting some of these objectives are: (1) for communities to provide assistance during the transitional periods—i.e., freedom from want and alienation; (2) to acquire adequate role models through relations of trust and identification with others; (3) to establish mental health programs with activities such as education, intervention, participation, exercise inputs, development of mental health manpower, research and data gathering, and working with the community. 29 references.

067

Committee on the Family. The case history method in the study of family process. *Group for the Advancement of Psychiatry*, 6(76): 245–380, 1970.

A systematic approach to modifying the traditional psychiatric case history for use in family diagnosis, treatment, and research is presented. It is an actual working tool for the psychiatrist, providing a detailed outline of information to be included in a family case history. In attempting to maintain a balance between the family as a whole and its individual members, the case-history method described utilizes designated categories of data to be gathered and reassembled in a prescribed sequence for individual family members. The usefulness of this method is demonstrated in a study of a Puerto Rican family, undertaken

by researchers according to this family case-history outline and recorded in great detail. This method of assembling a family case history takes into account cultural, interpersonal, psychological, and biological determinants of family functioning. Particular emphasis is given to the cultural determinants of family behavior, an area that has been largely ignored up to now. Some of the difficulties in collecting and organizing family case histories are discussed. Two detailed appendices provide the suggested outline to be followed. 3 references.

068

Cook, John M., and Arthur, Grace. Intelligence ratings for 97 Mexican children. ***Journal of the International Council for Exceptional Children,*** **18(1):14–15+, 1951.**

An investigation to determine the different ratings between a verbal scale and a nonverbal scale for Mexican school children is presented. Ninety-seven subjects ranging from grade one to nine were examined with both the Stanford-Binet (SB) and the Point Scale Performance Test (PSPT). The PSPT indicated a mean IQ of 101.06, (SD 17.35) and the SB reveals a mean IQ of 83.77, (SD 14.14). The difference between the verbal and nonverbal ratings is significant. It is concluded that educational and vocational guidance for Mexican school children should be based upon results from nonverbal intelligence scales as well as on the more commonly used verbal scales. In many cases the PSPT reveals a high degree of potential ability that is not indicated by either the SB or group tests. 2 references.

069

Cordasco, Frank M. The Puerto Rican child in the American school. ***Journal of Negro Education,*** **36(2):181–186, 1967.**

The Puerto Rican migration presents a distinct phenomenon for the American schools. With the increasing migration and the recurrent pattern of ghettoization of new arrivals, the migrant child, non-English speaking and nurtured by a different culture, poses a new, yet very old, challenge. The Puerto Rican child is asked to adapt to a "cultural ambiance" which is strange and new, and he remains further burdened by all the negative pressures of a ghetto milieu. In 1960 more than 52.9 percent of Puerto Ricans in New York City 25 years and older had less than an eighth grade education. There is still evidence that Puerto Ricans more than any other group are still severely handicapped in achieving an education in New York City public schools. As a remedial measure, an educational program to meet the needs of Puerto Rican children has provided improvement of educational opportunities and in teaching strategies. The problem which is most important to the Puerto Rican child is

the process of acculturation and its subsequent effect on his identity, language, and culture. 31 references.

070

Cordova, R. Rudy. Assessing attitudes and performance of student teachers in Mexican American schools. *Dissertation Abstracts International*, 32(1–A):279, 1971.

Attitudes of student teachers involved in teaching Mexican-American children were examined using the Minnesota Teacher Attitude Inventory (MTAI) and the Cultural Attitude Inventory (CAI) to assess the hypothesis that their attitudes toward children in general and to culturally different children were related. It was also hypothesized that attitudes and ethnic background are related. Scores on the MTAI and the CAI were significantly related. There was also a significant relationship between ethnic background and scores on the CAI. The relationship between group and scores on the CAI was below the anticipated quantifiable relationship. The strongest relationship outside of a relationship between scores—on both instruments and ethnic background and CAI scores—was between group and microteaching, and group and the scores on the MTAI. Teachers who volunteered to teach in a culturally different school scored higher on the MTAI and the microteaching than those who had been assigned to teach there. Results suggest that teachers who volunteer to teach in a Mexican-American school tend to be generally warmer and to have better student-teacher rapport. They also tend to be more successful in teaching Mexican-American children.

071

Cota-Robles de Suarez, Cecilia. Skin color as a factor of racial identification and preference of young Chicano children. *Aztlan*, 2(1):107–150, 1971.

An investigation on the responses to racial awareness and attitudes of the Chicano child, ages 4 to 5, is presented. The subjects were 28 low-income children in two Head Start classes. All subjects were given the Choice Test, which consists of two pictures, one depicting an Anglo and another a Chicano. The children were to give their preference for a friend and a playmate. In addition, the Coloring Test, which consists of an uncolored copy of a boy (if the subject was a girl the drawing given would also be a girl), was also given. The task was to color the face using the same color as their skin color and, on a second drawing, to color the face with what they like boys and girls to be. Results show that 75 percent of the children in Class A and 50 percent in Class B identified their skin color, yet 70 percent in both classes did not show a preference for the color brown.

Although the children accurately identified the colors of the crayons used, they overwhelmingly chose bizarre colors as skin color preferences. Their refusal to choose an appropriate color for themselves or as skin preferences is indicative of emotional anxiety and conflict. When the child rejects the dark color, he knows that he must be identified with that which he rejects and therefore is in conflict. The white racism and ethnocentrism in our society has many implications for the educator. The educator must develop a program that will present Chicano language and culture to the Chicano child in a positive manner. This can only be accomplished by offering the Chicano child a physical environment and emotional climate that is conducive to meaningful learning experiences. 86 references.

072

Crawford, Alan Neal. The Cloze Procedure as a measure of the reading comprehension of elementary level Mexican-American and Anglo-American children. ***Dissertation Abstracts International,*** **31(7):3162–A, 1971.**

A study investigating the validity, reliability, and appropriateness of Cloze Tests as a measure of the reading comprehension of third and sixth grade Mexican-American and Anglo-American children is reported. Correlations between scores on Cloze Tests and on standardized reading tests and oral reading tests were significant for Mexican-American students, whether their home language was English or Spanish, and for Anglo-American children. Correlations were significant for groups classified as more able or less able except where low variability was produced by restriction of the range of scores. The reliability coefficients of all groups, except the sixth grade Mexican Americans, with English as home language were above .70.

073

Creson, D.L.; McKinley, Cameron; and Evans, Richard. Folk medicine in Mexican-American subculture. ***Diseases of the Nervous System,*** **30(4):264–266, 1969.**

Twenty-five patients with Spanish surnames were interviewed in a semistructured session that focused on personal history, familiarity and utilization of folk healers and remedies, and collection of anecdotal information. It was apparent that for this group, which was predominantly of low socioeconomic class, the concept of folk illness was deeply entrenched and resistant to the influence of Anglo-American culture and its scientific medicine. It is suggested that failure of a physician to recognize the cultural implications of folk medicine can result in faulty diagnosis and inappropriate and costly treatment procedures. It is concluded that no clear understanding of psychological

pathology can be forthcoming when symptoms are evaluated in alien terms. The incidence and significance of folk medicine is, as yet, poorly understood and the underlying cultural factors are inadequately studied. Clarifying cultural factors and the conflicts implicit in acculturation will make it possible to provide a better standard of caring for the physically and mentally ill in the Latin American subculture. 5 references.

074

Cross, William C., and Maldonado, Bonnie. The counselor, the Mexican-American, and the stereotype. *Elementary School Guidance and Counseling*, 6(1):27–31, 1971.

The school counselor should be aware that the disparity between the demands of the Anglo society and the basic positive values to which the traditional Mexican American adheres tends to create schizoid conditions in which he must function. He is seriously handicapped until he learns to understand and to accept the cultural differences of a people who have been accused by many of having no culture. An overview of some of these cultural differences is offered. The Anglo-American sees the Mexican American as immoral, violent, given to fighting, unintelligent, improvident, irresponsible, and lazy. Usually bilingual, the Mexican American has a Spanish surname and is Roman Catholic, is likely to marry within his own group and live in a socially segregated community, and has less than 5 years of schooling. He has a large number of children and a household which includes various nuclear families of differing generations. His life expectancy is shorter than that of the Anglo. Modest but proud, he is oriented toward the present rather than the future and demonstrates a marked inclination toward dependency upon his kinsmen and compadres. He tolerates the status quo rather than attempting to manipulate or change the environment. Although he does not always economically meet the challenges of life, he does care more about his family members than anyone else. 15 references.

075

Currier, Richard L. The hot-cold syndrome and symbolic balance in Mexican and Spanish-American folk medicine. *Ethnology*, 5(3):251–263, 1966.

An examination of the hot-cold syndrome and symbolic balance in Mexican and Spanish-American folk medicine is presented. On a conscious level, the hot-cold syndrome is a basic principle of human physiology and it functions as a logical system for confronting the problems of disorder and disease. On a subconscious level the hot-cold syndrome is a model of social relations. In this latter sense, the hot-cold syndrome is called a

projective system. The nature of peasant society is a continuous attempt to achieve a balance of two opposing forces: the tendency toward intimacy and that toward withdrawal. It is contended that the individual's preoccupation with sustaining such a balance between hot and cold is a way of reenacting, in symbolic terms, a fundamental activity in social relations. A description is given of the hot-cold syndrome as a medical belief that defines *calidad*, or quality in the classification of foods, and a list of the many types of illnesses caused by cold or hot qualities entering the body. Folk beliefs and their relation to the hot-cold syndrome are also discussed. The hot-cold syndrome as a projective system is described in relation to child development in Mexican peasant society. 25 references.

076

Darcy, Natalie T. The performance of bi-lingual Puerto Rican children on verbal and non-verbal language tests of intelligence. *Journal of Educational Research*, 45(7):499–506, 1952.

The performance of bilingual Puerto Rican children on a verbal and nonverbal test of intelligence is investigated. The following questions were posited by the investigator: (1) Is there a significant difference between the mean IQ achieved on the Pintner General Ability Test (PGAT), Verbal Series, and the mean IQ achieved on the PGAT, Non-Language Series, when administered to a bilingual Puerto Rican population in grades five and six of New York City? (2) Is there a significant difference in the mean mental ages of these subjects as measured by the two tests? and (3) Can the two tests be used interchangeably for this population? The subjects consisted of 235 children, 117 boys and 118 girls. Results show that the obtained mean IQ difference between the language and nonlanguage tests is significant in favor of the Pintner Non-Language Test. Similarly, the difference between the mean mental ages for the two tests is significant in favor of the Pintner Non-Language Test. The coefficients of correlation between the IQ's achieved on the two tests are too low to warrant the substitution of one test for the other. It is concluded, however, that the two tests are measuring the same functions to a fairly large extent since the coefficient of correlation between the IQ's is more than 19 times its probable error and the coefficient of correlation between the mental ages is more than 10 times its probable error. The implication is that the administration of intelligence tests of both verbal and nonlanguage types would yield a more valid picture of the intelligence of a bilingual population than either one alone. 1 reference.

077

Darcy, Natalie T. A review of the literature on the effect of bilingual-

ism upon the measurement of intelligence. *Journal of Genetic Psychology*, 82(1):21–57, 1953.

A review of a representative number of studies that deals with the effects of bilingualism upon the measurement of intelligence is presented. The studies are classified under the following headings: (1) where bilingualism has a favorable effect upon the measurement of intelligence, (2) where bilingualism has an unfavorable effect upon the measurement of intelligence, (3) where bilingualism has no effect upon the measurement of intelligence. The findings clearly indicate that studies which conclude that bilingualism has a favorable effect on the measurement of intelligence are in the minority. Since little attempt has been made to control variables such as socioeconomic status and degree of bilingualism, the results of these studies may be questioned. Most of the literature suggests that bilinguals suffer from a language handicap when measured by verbal tests of intelligence. However, there is no indication of the inferiority of bilingual subjects when their performance on nonlanguage tests of intelligence is measured against that of monolingual subjects. A few studies report that bilingualism does not serve as any handicap when verbal tests are used to measure intelligence. 110 references.

078

Darcy, Natalie T. Bi-lingualism and the measurement of intelligence: Review of a decade of research. *Journal of Genetic Psychology*, 103 (2):259–282, 1963.

A decade of research concerned with the effects of bilingualism on the measurement of intelligence is reviewed. Some of the problems in this field are considered to be as follows: (1) divergent definitions for bilingualism; (2) determining degrees of bilingualism; (3) types of intelligence tests used; (4) isolation from other environmental factors; (5) tests with time limits; (6) optimal age to learn another language; and (7) relation of language to conceptual thinking. The results confirm that bilingualism is not uniform as to kind and that its influence on individuals of different races and in different environments cannot be predicted without the presentation of much more research. The inconsistency of studies dealing with bilingualism and its relation to the measurement of intelligence can frequently be resolved by referring to several important factors. These include the age of beginning the second language, the socioeconomic and cultural backgrounds of the subjects, the instruments used for measuring the degrees of bilingualism, as well as verbal and nonverbal intelligence, and the methods employed in teaching the second language. It is suggested that carefully

controlled research, some of which should be of a longitudinal nature, is needed. 43 references.

079

Davenport, E. Lee. The intelligence quotients of Mexican and non-Mexican siblings. *School and Society*, 36(923):304–306, 1932.

The interpretation of test scores on the basis of the stability of the intelligence quotients (IQ's) of elementary school Mexican and non-Mexican children is reported. Two hundred and ten Mexican and 62 pairs of non-Mexican siblings in the first three grades of elementary school from San Antonio, Tex., were tested with the Goodenough Draw-a-Man Test. With this test the factor of language difficulty in the Mexican group is eliminated. The findings show that the correlation of the IQ's of older and younger Mexican children is .25, while that of the non-Mexican siblings is .51. The difference between the mean IQ's of the older and younger siblings in the two language groups suggests the hypothesis that the older Mexican siblings gained in IQ since school entrance. This hypothesis is supported by the fact that although the Mexican siblings, both of whom were just beginning school, were almost equal in IQ, there is a significant difference when the older Mexican sibling has attended school and the younger has not. It is concluded that prognosis on the basis of the Goodenough IQ at school entrance is likely to underestimate the future abilities of the Mexican child. No references.

080

Davis, Jr., O.L., and Personke, Jr., Carl R. Effects of administering the Metropolitan Readiness Test in English and Spanish to Spanish-speaking school entrants. *Journal of Educational Measurement*, 5(3): 231–234, 1968.

The Metropolitan Readiness Test was administered both in English and in Spanish to children with Spanish surnames. Most of the mean differences were not statistically significant. It is concluded that language itself is not the critical component of culture-fairness in the testing of these children. It is suggested that previous learning, specifically the inadequacy of experiential background, probably is a more important determinant of low performance than the language in which the test is administered. 5 references.

081

Day, Robert C., and Chadwick, Bruce A. "Programmed Reinforcement in the Classroom: The Effects of Tangible and Social Rewards on the Educational Achievement of Mexican-American and Black Children." Final report, NIMH Grant MH–14497, 1970. 63 pp.

Findings from preliminary and followup studies on the effectiveness of systematically scheduled reinforcement, combining material and social reinforcers to improve the academic performance of poorly motivated, underachieving Mexican-American and black children with classroom behavioral problems, are presented. The Mexican-American children were from migrant farm labor families or from families who had recently dropped out of the migrant stream to settle in Pasco or Kennewick, Wash., on a relatively permanent basis while continuing to work at various agricultural jobs in the State of Washington. The black children were from families who migrated to the Pasco area during and following World War II to work in the Hanford Atomic Energy Plant and related industries. The objectives of the study were as follows: 1) To test the effects of programed reinforcement (tangible and social) in the classroom performance of 25 underachieving disruptive children from economically deprived, minority-group backgrounds; 2) to test the effect and strength of teacher mediated social reinforcers on their academic and social responses; 3) to explore the parental attitudes about their academic and social performance; and (4) to assess the change in student attitudes toward the self, school, the teacher, and various academic activities as a consequence of participation in the programed reinforcement system. 53 references.

082

Demos, George D. Attitudes of Mexican American and Anglo American groups towards education. *Journal of Social Psychology*, 57(2): 249–256, 1962.

An analysis is made of the attitudes toward education of Mexican-American and Anglo-American students from grades 7 to 12 to ascertain if significant differences of attitudes exist and if these differences coincide with minority group membership. Two groups composed of a stratified sample of Mexican Americans and Anglo-Americans and one group of Anglo-Americans were matched with the Mexican-American sample on age, grade, sex, social class, and intelligence. Grade comparisons of attitudes on 29 issues related to education were made. Differences in attitudes are found among the Mexican-American and Anglo-American group. There are more dissimilarities between the randomly selected Anglo-Americans and Mexican Americans than between the matched Anglo-American and Mexican American. A difference is found between the random samples, where the Anglo-American group has the more desirable attitude toward education. In the matched sample comparisons, Mexican Americans have one desirable attitude and in the remaining five cases they hold the less desirable attitudinal

position. It was predicated that general agreement between the two groups is much greater than the disagreement between these groups. It is concluded that matching the Mexican-American and Anglo-American groups with regard to age, grade, sex, social class, and intelligence does reduce the number of differences of attitude between the two groups. Six significant differences, however, exist and are attributed to Mexican-American ethnic-group membership. 10 references.

083

Dempsey, Arthur D. Time conservation across cultures. *International Journal of Psychology*, 6(2):115–120, 1971.

Differences are examined among five Indian tribes, Mexican Americans (MA) and middle-class Anglos in their ability to conserve certain aspects of time. Subjects' ages are 7, 9, and 11. Fifteen children from each age group were selected for a total sample of 315. Each child was seen individually by the examiner and was given four tests for the conservation of time—two for the conservation of simultaneity and two for the conservation of order of events. The tasks selected were based on Lovell and Slater's (1960) replication of Piaget's conservation of time experiments. The results indicate that no group tested is able to conserve simultaneity on any of the tests used at any of the ages tested. On the simple order of event tasks only Anglo children are able to conserve time at age 7. By age 9 all except Navajo and Apache children conserve time and by age 11 all except Apache children conserve time. On the harder order of events test, none of the groups achieve conservation by age 9 and only Anglo, MA, and Pima Indians achieve conservation of time by age 11. The effect of culture on the conservation of time appears to be amply demonstrated by this study. 22 references.

084

Derbyshire, Robert L. Adaptation of adolescent Mexican Americans to United States society. In: Brody, Eugene B., ed. *Behavior in New Environments: Adaptation of Migrant Populations*. Beverly Hills: Sage Publications, 1970. pp. 275–290.

A comparison of attitudes and behaviors of lower-class Mexican-American adolescents who were born and reared, or whose parents were born and reared, in the United States is made with those adolescents who migrated, or whose parents migrated, from Mexico to the U.S. The sample was composed of 89 adolescents: 41 in the migrant category and 48 in the nonmigrant category. A 34-page questionnaire which covered personal and family history, feeling and attitudes toward persons, and

values significant in the life of an adolescent was administered to the subjects. Findings show that significant differences between categories do not appear on attitudes concerning family, father, mother, and Mexican cultural patterns. However, large differences exist in attitudes concerning premarital sex. The nonmigrant adolescents do not have a dual standard for premaritial sexual relations while the migrant category maintains a dual standard. Nonmigrants view formal education as a means for upward mobility while the migrant adolescents less frequently see education in this manner. Significantly fewer migrants see work in terms of future orientation as opposed to established adolescents. Work is viewed by migrants as present-oriented phenomena. Most of the youngsters from both categories view mental illness as a "misfortune," an illness which "can be cured," and something for which "one should not be punished." Findings on a number of other attitudes and behaviors between both groups are discussed. 23 references.

085

Derbyshire, R.L. Children's perception of the police: A comparative study of attitudes and attitude change. *Journal of Criminal Law, Criminology and Police Science*, 59(2):183–190, 1968. Also in: Wagner, Nathaniel N., and Haug, Marsha J., eds. *Chicanos: Social and Psychological Perspectives*. Saint Louis: C. V. Mosby Company, 1971. pp. 175–183.

In an effort to determine the effectiveness of attitude change of children toward police, Negro children of parents of the lower socioeconomic level were chosen to participate in a "Police Bill" program. In addition, two other divergent ethnic groups (Mexican American, and white) from average- and high-social-class categories respectively, were administered the pretest only. Specific hypotheses explored were: (1) Children from low socioeconomic areas will describe a policeman with greater antipathy than will youngsters from a significantly higher socioeconomic area. (2) Lower-class children who participate in the "Policeman Bill" program will change their perceptions of the police. Ninety children, 30 from each ethnic group, were asked to draw pictures of a policeman at work. After presentation of the "Policeman Bill" program, the Negro children were asked to draw another picture of the policeman performing his tasks. Through two independent measures, i.e., independent raters and picture content, the Negro children displayed significantly less antipathy toward the police on the pretest. Children from the three different ethnic and social class categories displayed significantly different attitudes toward the police. Mexican-American children showed greater antipathy scores and white children showed the least. The greater scores of antipathy by the Mexican Americans are interpreted not as a feeling of antipathy for po-

lice but as a negative reaction to an impersonal, universalistic institution and its representatives. It is concluded that the "Policeman Bill" program be continued and intensified throughout the Los Angeles schools. 10 references.

086

Diaz-Guerrero, Rogelio. Neurosis and the Mexican family structure. *American Journal of Psychiatry*, 112(6):411–417, 1955.

The relationship between the Mexican family structure and the development of neurosis in 294 Mexican subjects in Mexico City is investigated. Subjects were administered a 46-item questionnaire to measure the degree of mental health problems of the urban Mexican. The questionnaires distributed in accordance to Cantrils' weighted random sample technique, yielded a 57 percent return. Data reveal that the general family pattern is favorable to the development of neurosis. Approximately 32 percent of the male and 44 percent of the female population over 18 years of age are "neurotic." In the male there are problems of submission, conflict, and rebellion to authority; preoccupation and anxiety regarding sexual potency; and conflict and ambivalence regarding his double role. At times he must act maternally and tenderly and at other instances sexually and virily. In addition, the male encounters problems before and after marriage; difficulties in superceding the maternal stage; dependent female individuals; and the Oedipus complex. In the female the main area of stress centers around her variable success in meeting the stiff requirements that culture demands (submission). If she fails to meet her role expectation, self-belittlement and depressive trends are noted. Another area of disturbance is found in the "old maid" complex. It is suggested that many neurosis-provoking conflicts in Mexicans are "inner" conflicts which are provoked more by clashes in values than by clashes of the individual with reality. 7 references.

087

Diaz-Guerrero, Rogelio. Sociocultural premises, attitudes and cross cultural research. *International Journal of Psychology*, 2(2):79–87, 1967.

The active-passive endurer of stress dichotomy is employed to examine the different sociocultural premises found in American and Mexican populations. Americans are classified as active endurers of stress and Mexicans as passive endurers of stress. The two sociocultural premises are that the Mexicans want to avoid stress and Americans want to face stress. In cross-cultural research, the need to ascertain sociocultural premises of worldwide value so as to classify cultures according to them and to find within each culture their relation to local sociocultural

premises is proposed. Cross-cultural research in the active-passive stress dichotomy has important implications for economic development and social change. Since it is predicted that "underdeveloped" nations will have passive-endurer-of-stress sociocultures, the study of this problem is indispensible for contemporary decisions. 11 references.

088

Diaz-Guerrero, Rogelio. The active and the passive syndromes. *Revista Interamericana de Psicologia*, 1(4):263–272, 1967.

Active and passive syndromes are presented as explanatory constructs for the study of the effects of culture on personality and ethnology; the study of cross-cultural differences. These constructs are mediated by sociocultural premises that are culturally significant statements held by a majority of the members of a society. To illustrate these constructs, the United States was chosen as an "active" culture and Mexico as a "passive" one. A series of 112 statements, dichotomized on the active-passive dimension, were presented to graduate students in the two countries. The results showed 101 of the statements to have high interjudge reliability and a differential face validity. No references.

089

Diaz-Guerrero, Rogelio, and Peck, Robert F. Respeto y posicion social en dos culturas. [Respect and social status in two cultures.] *Anuario de Psicologia*, 1:37–63, 1962.

The relationship between respect and social status is investigated in two cultures to determine if a person's status within his society increases with the amount of respect shown. University students in Mexico and in the United States were administered a 60-item questionnaire to determine the frequency with which males and females of both cultures consider certain individual traits and roles as deserving of respect. The Mexican sample consisted of 216 male and 82 female students, at the preparatory level, from the National Autonomous University of Mexico (UNAM). The United States sample, taken from the first and second year classes at the University of Texas, consisted of 176 males and 164 females. For analysis, the results were first categorized into the following qualitative measures: Age and sex, immediate family, extended family, friends, neighbors, occupations, economic status, and miscellaneous data. The quantitative measures were analyzed according to frequency of positive response, in the following manner: (a) Items responded to positively by more than 50 percent of the subjects were labeled High Respect (HR), (b) positive responses by 50 percent of the subjects were classified Medium

Respect (MR), and (c) less than 50 percent positive response to any item was considered as Little Respect (LR). Numerous cross-cultural comparisons are presented pertaining to the similarities and differences in the concept of respect. Hypothetical considerations from these results suggest that the racial discrimination problems found in the United States can be linked to the sociocultural premise that "respect is given only to those who take advantage of the opportunity to become economically strong." 16 references.

090

Dicker, Alvin. Project "Do Your Own Thing:" An experiment in informal education for the retarded. ***Journal for Special Educators of the Mentally Retarded,*** **7(3):150–154, 157, 1971.**

The traditional formally structured classroom environment has been abandoned in an experimental program for 14 children with retarded mental development. The 10 boys and four girls in this class, all black or Puerto Rican from a low-socioeconomic area of New York City, range in physical age from 10 to 13, and in mental age from 6 to 9. Informality is the keynote in this classroom and the pupils are provided with familiar, commonplace articles and materials with which to "do their own thing" in addition to conventional modern teaching aids. Although the technique used here has shown that a classroom environment for the mentally retarded can be at the same time humane and educational, it is stressed that finding the proper balance between the formal and informal approach is necessary for both the teacher and the pupil.

091

Dixon, J. C.; Garcia-Esteve, Joel; and Sigvartsen, Martha L. Personality and language structure in two languages. ***Revista Interamericana de Psicologia,*** **2(1):13–23, 1968.**

The relationship between personality and differential use of various grammatical structures is studied in a group of 162 Florida and 201 Puerto Rican college students of both sexes. The personality measures include the Internal-External Scale and an adaptation of the Attribution of Responsibility Scale. The language measures were derived from an adaptation of the Semantic Differential technique to assess the active-potent dimension of meaning of first-person subject and object pronouns, and the use of 40 selected verbs with instructions to use these in making 40 oral sentences, which were recorded and later transcribed into categories. The most significant finding is the failure, in 264 comparisons, to find a single significant relationship between personality measures and measures of grammatical and semantic structure. Another significant finding is that the

attitude of passive acceptance of *el destino* is clearly not an immutable part of "Spanish character," nor is the Spanish language necessarily a determinant of such an attitude. 16 references.

092

Dohen, Dorothy. A new juvenile court role in an ethnically controlled community agency. *Social Work*, 16(2):25–29, 1971.

The multifaceted courtworker role developed by the New York City Juvenile Court Services programs—a project sponsored by a private, citywide antipoverty agency run by and for Puerto Ricans—is described. The new role for the nonprofessional youths at court comprised four major activities: (1) case finding, (2) cross-cultural interpretation, (3) representing the Puerto Rican social environment, and (4) acting as a bridgeman between the Puerto Rican community and New York City agencies. 5 references.

093

Dohrenwend, Bruce P. Social status and psychological disorder: An issue of substance and an issue of method. *American Sociological Review*, 31(1):14–34, 1966.

The most consistent demographic finding reported in social psychiatric field studies is an inverse relation between social class and psychological disorder. This relationship is interpreted on the one hand as evidence of social causation, with low status producing disorder, and on the other hand as evidence of social selection, with the preexisting disorder determining social status. The substantive issue becomes whether Negroes and Puerto Ricans in New York City have higher or lower rates of disorder than their class counterparts in more advantaged ethnic groups. The facts are not available from existing research. The results of field studies contain clues to group differences in modes expressing distress, including some that involve problems of response bias, but the evidence is far from clear about the relation of the symptoms reported to the underlying psychiatric condition of individuals. Two major questions confront further work in this field. First, what are the cultural and situational factors that lead to different modes of expressing psychological symptoms? Second, under what conditions does symptomatic expression of psychological distress become evidence of underlying personality defect? Measurement of psychological disorder in different groups with some hope of resolving the crucial etiological issue of causation vs. social selection is dependent on the answers for the two posed questions. 44 references.

094

Dohrenwend, Bruce P. Social status and psychological disorder: An issue of substance and an issue of method. In: Kolb, Lawrence C.; Bernard, Viola W.; and Dohrenwend, Bruce P. eds. *Urban Challenges to Psychiatry*. Boston: Little, Brown and Company, 1969. pp. 375–409.

The rates of psychiatric disorder among Negroes and Puerto Ricans relative to the rates for their class counterparts in more advantaged ethnic groups are examined. Two opposing hypotheses—the social causation hypothesis, which predicts that Negroes and Puerto Ricans will have higher rates of psychiatric disorder than their class counterparts, and the social selection hypothesis, which predicts that Negroes and Puerto Ricans will have lower psychiatric disorder rates—are proposed. A comparison of the Midtown Study and the Washington Heights sample with a 22-symptom item index of psychological disorder shows a significant inverse relationship for Puerto Ricans between impairing psychiatric symptoms and family income, as well as educational attainment. Negroes, however, do not show similar high rates of symptoms when compared with Jewish or Irish groups. The social causation hypothesis would have been confirmed if both Negroes and Puerto Ricans had shown higher rates of psychopathology with class controlled. The social selection hypothesis could have been confirmed if the two ethnic groups would have yielded lower rates than their counterparts. Since the findings do not support either hypothesis, the question of whether the results should be accepted at face value is asked. Additional investigation suggests that higher rates of symptoms for Puerto Ricans may be due to group differences in modes of expressing distress, including certain problems of response bias. In summary, the evidence is not clear on the relation of the symptoms reported to the underlying psychiatric condition of individuals from the ethnic groups studied. Future investigations must determine the cultural and situational factors that lead to different modes of expressing psychological symptoms and the conditions under which symptomatic expression of psychological distress become evidence of underlying personality defect. 51 references.

095

Dohrenwend, Bruce P. Social status, stress and psychological symptoms. *Milbank Memorial Fund Quarterly*, 47(1):137–150, 1969.

This study examined the incidence of psychiatric disorder among Negro and Puerto Rican groups relative to their social class counterparts in more advantaged ethnic groups in the Washington Heights area of New York City. Subjects consisted of a sample from the general population of approximately 1,000 21- to 59-year-old adults, of whom 150 were seen for followup. In addi-

tion, about 100 psychiatric outpatients served as subjects. Results generally confirm earlier reports of an inverse relationship between social class and psychological disorder. However, Puerto Rican subjects showed larger proportions of symptoms than their counterparts in other groups. Negro subjects did not show higher rates than Jewish or Irish ethnic groups. Findings suggest that there are strong ethnic and class differences in modes of expressing distress. 17 references.

096

Dohrenwend, Bruce P. Epidemiological data for mental health planning: II. Psychiatric disorder in general populations: Problem of the untreated "case." ***American Journal of Public Health and the Nation's Health*****, 60(6):1052–1064, 1970.**

An investigation of whether the typical untreated "cases" in the general population suffer from psychiatric conditions comparable to those of typical cases in psychiatric treatment was conducted. Represented in the sample were white Protestants, Jews, Irish, Negroes, Puerto Ricans, community leaders, heads of families, outpatients, and inpatients. The respondents were split into two groups and half were given the structured interview schedule (SIS) and the other half the psychiatric status schedule (PSS). Both questionnaires were designed to elicit evidence of psychiatric symptomatology and attendant impairment of functioning in work, marital and sexual relations, childrearing, housekeeping, friendship, and leisure activities. Toward the end of the interview a psychiatric interviewer rated them on "caseness" and "impairment." Additional ratings on these scales were made of the written records of the interviews with subsamples of respondents. Regarding both "caseness" and "impairment," there was a sharp contrast between the patient and nonpatient groups. The contrasts were more pronounced when the SIS was used than when the PSS was used. 28 references.

097

Dohrenwend, Bruce P., and Chin-shong, Edwin. Social status and attitudes toward psychological disorder: The problem of tolerance of deviance. ***American Sociological Review*****, 32(3):417–433, 1967.**

The hypotheses that there is a growing acceptance of a mental health orientation toward problems of deviant behavior among high-status groups and a greater tolerance of deviance in low-status groups are tested. Results indicate that, while there may be an increasing tendency to use the label "mentally ill" for describing different types of deviant behavior, sharp differences in judgments of the seriousness of the problems remain. The psychiatrists' evaluation focused on the individual's underlying psychopathology while the community respondents judged seri-

ousness in terms of whether or not it threatened others, rather than on the nature of the intrapsychic pathology. Attitudes toward mental illness appear to be related to a complex interaction of ethnicity and education. The appearance of greater tolerance of deviant behavior in low-status groups is an artifact of viewing their attitudes within a high-status frame of reference; that is, their definition of serious mental illness is narrower than that of higher status groups. When both lower and upper status groups define a pattern of behavior as seriously deviant, lower status groups are less tolerant. Moreover, the relatively tolerant policy of upper status groups appears to be a consequence of their generally more liberal orientation rather than of comprehension of the nature of psychopathology in psychiatric terms. 25 references.

098

Dohrenwend, Bruce P., and Dohrenwend, Barbara S. *Social Status and Psychological Disorder: A Casual Inquiry*. New York: John Wiley & Sons, 1969. 207 pp.

A review of the literature consistently indicates an inverse relation between social class and reported rate of psychological disorder. Two hypotheses are offered for this finding: (1) Social Causation, the environmental pressures associated with low social status cause psychopathology, and (2) Social Selection, preexisting psychological disorder leads to low social status. Since neither social environmental nor genetically oriented investigators have presented conclusive evidence for the causal factor in psychopathology, the authors present a research strategy based on processes of ethnic-group assimilation in open-class societies. The strategy is based on three assumptions: (1) There is an almost universally shared norm in open-class societies that upward social mobility is desirable. (2) Serious psychological disorder involves disability that decreases the probability of upward social mobility and increases the probability of downward social mobility. (3) There is greater downward social pressure on members of disadvantaged ethnic groups than on their social class counterparts in more advantaged ethnic groups. Interviews concerning general psychological disorder with Negro, Puerto Rican, Jewish, and Irish subjects in the Washington Heights section of New York City supported the social environmental hypothesis. This was due mainly to the strong and consistently higher rates of symptoms on all measures reported by Puerto Ricans relative to their class counterparts in the more advantaged ethnic groups. A problem of response set, however, suggests that the consistently high rates of symptoms among Puerto Ricans may invalidate the interpretation of higher rates of psychological disorder among this group. Other ques-

tions concerning the validity of the measurement instruments themselves call into question the findings. Thus, although the low social status of disadvantaged ethnic groups does result in greater stress, the relationship of psychopathology necessitates additional research. 325 references.

099

Dohrenwend, Bruce P.; Chin-Shong, Edwin T.; Ergi, Gladys; Mendelsohn, Frederick S.; and Stokes, Janet. Measures of psychiatric disorder in contrasting class and ethnic groups: A preliminary report of ongoing research. In: Hare, E. H., and Wing, J. K., eds. *Psychiatric Epidemiology*. London: Oxford University Press, 1969. pp. 159–202.

The relative importance of social causation vs. social selection factors in social-class differences in rates of psychopathology is investigated. A sample of 580 subjects, ages 21 to 64, came from five ethnic groups: white Anglo-Saxon Protestant, Jewish, Irish, Negro, and Puerto Rican. Data were obtained from two distinct types of research interviews—the Structured Interview Schedule (SIS), a conventional survey questionnaire, and the Psychiatric Status Schedule (PSS), an open-ended questionnaire —conducted by 15 psychiatrists. The subjects were randomly alternated between the two interview instruments which probed psychiatric symptomatology and attendant impairment of functioning in work, marital and sexual relations, childrearing, housekeeping, friendship, and leisure activities. Major findings include the following: 1) Both judgmental measures of disorder and preliminary objective measures of disorder discriminate sharply between community leaders (60), psychiatric patients (240), and community respondents (280). 2) Typical "cases" in the community are not the same typical cases in the psychiatric clinic or hospital. 3) Data from the two types of research interviews (PSS and SIS) present different pictures to psychiatrists of the psychiatric conditions of the community respondents. For example, relations between judged disorder and ethnic status and class status vary with the type of research interview. 4) Community respondents appear more seriously ill to psychiatrists on the basis of a written record from which direct clues to social and patient status have been removed than they appear in a face-to-face interview. 5) Community respondents admit more symptoms to psychiatrists than they admit to lay interviewers. The class and ethnic differences found in the two instruments suggest that such subcultural differences may be related not only to the types of symptoms probed but also to the types of questioning procedures used to ask about the symptoms. 19 references.

100

Drug addiction in adolescents. ***The Lancet*****, 6709:654–655, 1952.**

A general review of drug addiction in adolescents in the United States prior to 1952 is presented. It is estimated that there were between 48,000 and 100,000 addicts in the United States in 1951. One study indicated from 45,000 to 90,000 in New York City alone. FBI figures for the first half of 1951 show that almost half the narcotics offenders were under 25 years of age. No cases of heroin or morphine addicts under 21 years of age were reported in Bellevue Hospital, New York City, between 1940 and 1948; in 1949 there was one case, and in 1950, 11 cases. In the first 7 months of 1951, 260 of these youngsters were admitted, their ages ranging from 14 to 20. Most were Negro or Puerto Rican, and all were from Harlem, where young people suffer from discrimination against their racial groups, and the rate of crime and disease is higher than anywhere else in New York. The addicts lose their aggressive and sexual drives, taking little interest in girls. Investigators found that these adolescents were nonaggressive and passive, having weak and superficial relationships socially but a close empathetic relationship with their mothers. They live a fantasy life, with grandiose daydreams, becoming increasingly isolated and withdrawn from social contacts and from the real world in which they feel inferior and insecure. 7 references.

101

Dunlap, Ralph L.; Beigel, Astrid; and Armon, Virginia. Young children and the Watts revolt. ***Community Mental Health Journal*****, 4(3): 201–210, 1968.**

Immediately following the Los Angeles (Watts) race rioting in August 1965, semistructured interviews were obtained with 107 Negro, 23 Mexican-American, and 52 white preschool children. Response data were used to assess the children's awareness of riot events, their fears or other affective reactions, and their attitudes toward the riot participants. Over 70 percent in each group were aware of the rioting, and approximately 50 percent gave evidence of riot-related fear. Attitudes of Negro and white children toward the rioters varied in positive-negative direction and intensity, while the small Mexican-American group was more uniformly hostile-fearful. 13 references.

102

Dworkin, Anthony G. Stereotypes and self-images held by native-born and foreign-born Mexican Americans. ***Sociology and Social Research*****, 49(2):214–224, 1965.**

Literature appears to be devoid of studies that concentrate upon

Mexican-American stereotypes of the Anglo. Stereotypes of the Anglo and self-images were obtained from 280 native-born (U.S.-born) and foreign-born (Mexican-born) Mexican-American students and community residents. The low-socioeconomic individuals that do not meet the criteria for assimilation (occupational achievement, wealth, and command of Anglo ways) were selected for study from this heterogeneous group. Statistical comparisons indicate that significantly more foreign-born subjects hold favorable stereotypes and self-images than do native-born subjects. The native-born subject may have compared the Anglos' socioeconomic condition with his own and noted his relative disadvantage. The foreign-born subject may have compared the socioeconomic condition of his peer group in Mexico with his own and noted his relative advantage. It is suggested that the native-born Mexican American developed strongly negative stereotypes of the Anglo in order to explain the Anglo's relative superiority and to justify his own inferior position within society. The foreign-born Mexican Americans have developed positive stereotypes in order to justify their recent move to the United States; they have developed positive self-images to explain their aspiration and desire for improvement by making such a move. 13 references.

103

Dworkin, Anthony Gary. National origin and ghetto experience as variables in Mexican American stereotype. In: Wagner, Nathaniel N., and Haug, Marsha J., eds. *Chicanos: Social Psychological Perspectives*. Saint Louis: C. V. Mosby Company, 1971. p. 80–84.

An investigation to determine whether the foreign-born Mexican American (FBMA) living in the ghetto area retains favorable stereotypes of Anglos or acquires unfavorable images held by native-born Mexican-American (NBMA) counterparts is presented. A sample of 131 MA's living in the Los Angeles and Denver Standard Metropolitan Statistical Areas was divided into three groups: 78 NBMA's, 32 FBMA long terms, and 21 FBMA recents. All subjects were between the ages of 18 and 30 with 54 women and 77 men. Each subject was administered a questionnaire by an MA interviewer of the same sex and age. Factor scores were computed for Stereotype Ethnocentrism (SE) among the groups. Data indicate that no difference exists in the SE between FBMA long-term and NBMA subjects, while a significant difference exists between NBMA and FBMA recent subjects. Examination of stereotypes mentioned by MA's to describe Anglos reveals that NBMA and FBMA long-term subjects select nearly identical stereotypes of the Anglo. The FBMA recents mention images that are favorable to the Anglo. It seems that national origin per se is not the variable which accounts for the FBMA-NBMA dichotomy found in a previous study. Rather,

the relative amount of time each group has been exposed to Anglo discrimination and prejudice (measured by length of ghetto residence) is the essential component. 8 references.

104

Edgerton, Robert B., and Karno, Marvin. Mexican-American bilingualism and the perception of mental illness. *Archives of General Psychiatry*, 24(3):286–290, 1971.

The relationship between bilingualism and attitudes toward mental illness among 444 Mexican-American (MA) adults is explored. The survey administered included 200 questions involving biographic, demographic, and attitudinal information in addition to the mental illness items. Approximately 60 percent of the MA's took the household interview in Spanish. Results show that 75 percent of the responses between Spanish respondents and English respondents are not statistically significant. However, the language in which the respondent took the interview is by far the best predictor, among all other variables, of response to mental illness questions. The 260 MA's who took the interview in Spanish, differed from 184 MA's who took the interview in English in six response categories: (1) depression,. (2) juvenile delinquency, (3) schizophrenia, (4) the inheritance of mental illness, (5) the effectiveness of prayer, and (6) familistic orientation. The differences suggest that MA's, at least in east Los Angeles, who speak mainly Spanish or only Spanish, reflect the commonly described cultural traits of fatalism, familism, strong attachment to formal religious values, patriarchal authoritarianism, and conservative morality regarding deviant behavior in the perceptions of mental illness. Thus, language usage and attitudes toward mental illness are related and both reflect cultural distinctions with deep psychological involvements. There is a great need for Spanish-speaking mental health professionals who are sensitive and understanding of the MA culture. 15 references.

105

Edgerton, Robert B.; Karno, Marvin; and Fernandez, Irma. Curanderismo in the metropolis: The diminishing role of folk-psychiatry among Los Angeles Mexican-Americans. *American Journal of Psychotherapy*, 24(1):124–134, 1970.

Curanderismo, a Mexican-American (MA) folk psychotherapy, has been reported to be widespread in the Southwestern United States. Some research has indicated that *curanderismo* is an important means for the treatment and prevention of mental illness among Mexican Americans. Research among east Los Angeles MA's indicates that while *curanderismo* is present in the community, its importance has diminished greatly. Both

ethnographic observations and formal interviews indicate that for MA's in east Los Angeles the preferred treatment resource for mental illness is the general physician and not the *curandero*. Thus the evidence suggests that the reported underrepresentation of Mexican Americans in psychiatric treatment facilities is not due to the widespread practice of folk psychotherapy. 14 references.

106

Einstein, Stanley, and Laskowitz, David. Attitudes toward authority among adolescent drug addicts as a function of ethnicity, sex and length of drug use. In: Harms, E., ed. *Drug Addiction in Youth*. Vol. III. Oxford: Pergamon Press, 1965. pp. 86–89.

All patients entering Riverside Hospital, New York City, from September 1960, through June 1961, were studied to determine whether ethnicity, sex, and length of drug use are significant variables among hospitalized adolescent addicts in influencing attitudes toward authority. The Christie Revision of the F scale was used to test the patients. A total of 235 patients were included in the study. A partial control sample of 28 male nonusing delinquents was also tested. The group was subdivided into categories of Negro, Caucasian, and Puerto Rican ethnicity. The Puerto Rican group was found to be the most authoritarian, the Negro group occupied an intermediate position with regard to authoritarianism, and the Caucasian group was least. Sex and length of drug use were not found to be significant variables in influencing attitudes toward authority. There was no significant difference between adolescent male addicts and adolescent nonusing delinquents. Thus, the findings of this study suggest that members of minority ethnic groups are more accepting of authoritarian attitudes. This may be, in part, attributable to less rebellion against cultural institutions. 9 references.

107

Fabrega, Horacio Jr. Mexican Americans of Texas: Some social psychiatric features. In: Brody, Eugene G., ed. *Behavior in New Environments: Adaptation of Migrant Populations*. Beverly Hills: Sage Publications, 1970. pp. 249–273.

The author reviews his earlier work on the migration-acculturation process of the Mexican American (MA) as related to psychiatric problems. The first portion of the report begins with a description of the sociodemographic and cultural characteristics of MA's. Results from the psychiatric studies reviewed suggest that, compared with patients, MA nonpatients who are more socially productive and economically successful are overrepresented at both ends of a value scale which measures traditionalism, whereas more than three-quarters of the patients are

found in the central part of the scale. Thus, by relying exclusively on either Mexican or Anglo choices, psychological consistency could be maintained and social productivity increased. Another study which compared MA, Negro, and Anglo-American schizophrenics shows greater indices of psychoticism and regression in MA patients. Similarly, when MA and Anglo outpatients are compared, the MA group tends toward greater regression and psychoticism. In this regard, it is the group of unacculturated MA patients which shows the most prominent clinical differences. These results point to underlying differences in such issues as the definition of illness, the need for treatment, and tolerance of psychiatric symptoms. 28 references.

108

Fabrega, Horacio Jr., and Metzger, Duane. Psychiatric illness in a small Ladino community. ***Psychiatry*****, 31(4):339–351, 1968.**

Social and cultural aspects of psychiatric illness in a small Ladino community in the highlands of Chiapas, Mexico, are examined. The study portrays the meaning of psychiatric illness and psychiatrically ill persons from the point of view of the inhabitants themselves. Much of the data was obtained by means of interviews using an ethnographic investigation technique. Conception, beliefs, descriptive features, and attitudes about psychiatric illness and their causes are emphasized. It is shown that illness is made a social affair, and the care of the psychiatrically ill is initiated and carried out by neighbors and important leaders of the community using measures that have local meaning. Intervention means the restoration of social functioning and the elimination of social isolation and withdrawal. Intervention here refers to meeting the physical and psychosocial needs of the sick person. This humanistic pattern of helping the ill person play an important role in the community involvement stands in contrast to that adopted in Western civilization. It is suggested that some of the current focal concerns of psychiatry and the emphasis on community mental health are not necessarily accompaniments of only Western scientific knowledge. 45 references.

109

Fabrega, Horacio Jr., and Wallace, Carole A. Value identification and psychiatric disability: An analysis involving Americans of Mexican descent. ***Behavioral Science*****, 13(5):362–371, 1968.**

An attempt to compare demographic features and value identifications between psychiatric outpatients and nonpatients of Mexican descent is made. Both groups reside in a setting (border regions of south Texas) characterized by competing cultural systems and known to be undergoing social change. Question-

naires were administered to 76 hospital patients, and 48 nonpatients, who were selected from a representative small town using a probability sampling plan. The findings show that social functioning and economic assimilation are higher in the nonpatient group. The nonpatient group shows higher measures on the variables of education, occupation, and marital stability. Answers to the value identification scale which reflect either traditionalism (Mexican) or nontraditionalism (Anglo) value preference show that there is no significant difference between the groups in degree of traditionalistic emphasis. The distribution across the value continuum between traditionalism and nontraditionalism shows a significantly larger proportion of nonpatients who prefer either extreme of the continuum as compared to the patients. More than three-quarters (78 percent) of the patients are found in the central part of the scale. It is suggested that the results involving the demographic variables imply group differences in social productivity and assimilation. These differences may relate to the implications of the distributional patterns of the groups on the value scale rather than to differences in the overall extent of identification with traditional values. 42 references.

110

Fabrega, Horacio Jr.; Ruebal, Arthur J.; and Wallace, Carole A. Working class Mexican psychiatric outpatients. *Archives of General Psychiatry*, 16(6):704–712, 1967.

Results of a social psychiatric evaluation dealing with demographic, cultural and clinical features of 30 working-class Mexican outpatients are reported. Two hypotheses advanced by this report entail viewing the patients from the standpoint of their gender identity and their value orientation. The patients were interviewed and administered a four-point questionnaire in their native language. Results indicate that there are definite gender differences in the symbols used to express issues related to psychiatric problems. Men tend to use medicosomatic descriptions, whereas women allow affective and psychosocial considerations to intervene. Women reported significantly more psychiatric symptoms than men, and the group as a whole has a very high mean score on the Midtown-developed instrument. Men who hold value positions at the ends of the traditionalism scale reported more symptoms than men in the intermediate region. No significant results in symptom responses when value orientation was considered as an analytic variable is shown for women. Social, cultural, and psychiatric implications of these results are discussed. 63 references.

111

Fabrega, Horacio Jr.; Swartz, Jon D.; and Wallace, Carole A. Ethnic

differences in psychopathology—I. Clinical correlates under varying conditions. ***Archives of General Psychiatry*****, 19(2):218–226, 1968.**

An examination of psychopathology or correlates of ethnicity in Anglo-, Mexican-, and Negro-American schizophrenics is presented. More specifically, the study attempts to compare ethnic clinical differences that might exist when control over the related variables is varied. The three ethnic groups were evaluated under three conditions: (I) random, (II) with social class held constant, and (III) when individuals of the groups were matched on age, sex, IQ, number of previous psychiatric hospitalizations, and education. Data were obtained from psychiatrists' evaluations, nurses' observations, and a personality projective test. Results indicate that the degree of significant differences between groups in conditions I and II diminished when the patients were matched (condition III). However, some differences persisted despite the matching when ethnic groups which differ in cultural values and patterns were compared. Methodological issues related to this study are discussed. It is suggested that the nature of the association between ethnicity and symptomatic behavior in schizophrenic patients depends on the degree to which other variables (such as social class, degree of education, or IQ) are controlled. 45 references.

112

Fabrega, Horacio; Swartz, Jon D.; and Wallace, Carole A. Ethnic differences in psychopathology—II. Specific differences with emphasis on the Mexican American group. ***Psychiatric Research*****, 6(3):221–235, 1968.**

Mexican-American schizophrenics were compared with Negro and Anglo schizophrenics. Patients were matched on the basis of age, sex, IQ estimate, education, and prior psychiatric hospitalizations. Psychiatrists' scaled evaluations of a patient's psychopathology, the Nurses Observation Scale for Inpatient Evaluation, and the Holtzman Inkblot Technique were used in this survey. The data were analyzed in accordance with predictions based on a rationale developed from psychological, anthropological, and epidemiological investigations of Mexican Americans. The general trend for gross impairment or pathology was found to be greater in Mexican-American schizophrenics. It is suggested that the families of Mexican-American patients may be more tolerant of deviant psychotic behavior than families of the other two groups and consequently delay seeking help or hospitalization longer. Predictions based on culture-psychodynamic reasons were not supported. The evidence indicates that the Mexican-American schizophrenics were more chronic, regressed, and disorganized. Projective data did not show significant differences between groups. The implications of the findings are analyzed. 66 references.

113

Farris, Buford, and Brymer, Richard A. "Differential Socialization of Latin and Anglo-American Youth: An Exploratory Study of the Self-Concept." Paper presented at the meetings of the Texas Academy of Science, Dallas, 1965. 19 pp. (Xerox)

In an effort to explore concepts about the differential socialization of Latin and Anglo-American children, a "self-concept" instrument was administered to school classes at three grade levels —4, 8, 11. Basic concepts explored are: school, family, peer groups, sex and age groups, religious groups and ethnic statements, ambitions, interests, likes, dislikes, abilities, and activities. The findings reveal that Latins and Anglos appear to be approximately equal in terms of their participation in groups at the elementary school level. With time, however, a divergence develops, so that by the high school level, Anglos perceive themselves as more active in social groups and in more social roles than do Latins. In general it also appears that there are relatively distinct differences between Latins who "make it" in the school system and Latins who don't "make it." Two explanations offered for the difference between the Latin groups are as follows: (1) There are two types of Latins from the elementary ages, the alienated Latin and the integrated Latin. The alienated Latin drops out at junior high school graduation because of outside pressures as well as low academic interest. (2) Latins are essentially the same when they enter elementary school, but over the years some get involved with the school system and literally, "out Anglo the Anglos," i.e., develop an over-abundance of characteristics that get them through the school system. Although there are some differences between Latins and Anglos, there are no strong explanatory contexts in which to place them. They are offered for discussion, criticism, and suggestion. 13 references.

114

Featherman, David. The socioeconomic achievement of white religio-ethnic subgroups. Social and psychological explanations. *American Sociological Review*, 36(20):207–222, 1971.

Longitudinal data are examined for the decade 1957-1967, on the socioeconomic achievement of 715 white males from five religioethnic backgrounds: 88 Jewish; 121 Anglo-Saxon Protestant; 142 Protestant, Other; 216 Roman Catholic, except Italian and Mexican; 100 Italian and Mexican Roman Catholics; and 48 None or Other Religion. Findings indicate that Jews attain higher levels of education, occupation, and income than all other subgroups, while Roman Catholics of Italian and Mexican heritage achieve the lowest levels. There is no evidence of occupational and income discrimination on purely religious or ethnic grounds. Contrary to current emphasis in social psychology of religio-ethnic achievement, achievement-related work values, and moti-

vational factors (work orientation, materialistic orientation, and subjective achievement evaluation), of adults are neither key intervening variables nor do they influence the process of stratification. The most important variable in explaining the differential socioeconomic achievement of the religioethnic subgroups is education after the variations owing to the handicaps and benefits of social origins have been removed. 26 references.

115

Feldman, Carol, and Shen, Michael. Some language-related cognitive advantages of bilingual five-year olds. *Journal of Genetic Psychology*, 118(2):235–244, 1971.

Fifteen monolingual and 15 bilingual (Spanish-English) Head Start children were compared in their ability at tasks involving object constancy, naming, and the use of names in sentences. The three tasks constitute a natural sequence of language skills. Results indicate that bilinguals performed significantly better than monolinguals in all three tasks. In tasks involving the use of common names, and the use of nonsense names, both groups of subjects are equally competent. However, the bilinguals are better than monolinguals in the use of these same names in relational statements. The use of switched names as labels is also superior in the bilinguals, but the knowledge of names and facility for acquiring new names is equivalent in both groups. It is suggested that young children first regard names as attributes of things they label. Later children learn that names refer to the things they label because someone so uses them. Having a notion of meaning as a function of use might facilitate acquisition of the ability to use labels in sentences and it is concluded that this ability is greatest in bilingual children. 7 references.

116

Fernandez-Marina, Ramon. The Puerto Rican Syndrome: Its dynamics and cultural determinants. *Psychiatry*, 24(1):79–82, 1961.

Certain bizarre patterns, usually psychogenic in origin, seem to be identified as "the Puerto Rican syndrome" by many American medical officers and psychiatrists. Many patients transferred from VA hospitals to the Puerto Rico Institute of Psychiatry had been diagnosed as cases of anxiety or conversion reaction and assumed to exhibit the Puerto Rican syndrome. Sufficient evidence is presented to indicate that hysterical attacks can also function as ego defenses against psychotic breaks or as limits to extreme regression or total disorganization of the ego. English-speaking U.S. Army psychiatrists seemed to have found a decisive classical symptom and neglected further investigation. Puerto Rican childrearing practices that would explain the Puerto Rican syn-

drome and the absence of regression in Puerto Rican schizophrenics are discussed. No references.

117

Fernandez-Marina, Ramon, and von Echardt, Ursula, M. Cultural stresses and schizophrenogenesis in the mothering-one in Puerto Rico. *Annals of the New York Academy of Sciences*, 84(17):864–877, 1960.

The biological, psychological, and sociological factors which predispose a mother in Puerto Rico towards schizophrenogenesis are specified in a mathematical metalanguage of propositions and relational axioms. In this analysis the intent is to formulate the dynamics of human interactions of the phenomena of schizophrenogenesis with the clarity and precision made possible by mathematically structured statements. Clinical experience in Puerto Rico reveals the following cultural factors in the families of schizophrenics: (1) The mothering-one has a deformed ego because she is the daughter of a narcissistic and seductive woman and an aloof and rigid father whose strong sense of morality kept him in the home and encouraged him to protect his wife. The ego deformations of the mothering-one shadow those of her narcissistic mother. (2) The mothering-one is married to a weak and ineffectual man who threatens her, at the moment of the infant's birth, with loss of love and loss of prestige. This threat constitutes a specific stress that breaks down the deformed ego of the mothering-one. It is concluded that different patterns of schizophrenogenesis may exist in other cultures. 13 references.

118

Fernandez-Marina, Ramon; Maldonado-Sierra, Eduardo D.; and Trent, Richard D. Three basic themes in Mexican and Puerto Rican family values. *Journal of Social Psychology*, 48(1):167–181, 1958.

An investigation of three basic themes in family values is presented; the themes are family affectional patterns, authority patterns, and differential evaluation of male and female status. The purpose of this study was to determine the extent to which family values in Puerto Rico have changed from those in Mexico. The subjects, 494 Puerto Rican unmarried high school graduates, were administered an adaptation and extension of a questionnaire in Spanish developed by Diaz-Guerrero to survey family values. The major results of the survey indicated the following: 1) The Puerto Rican mother appears to be held in higher affectional esteem than does the Puerto Rican father. 2) Puerto Ricans still tend to hold the concept of male superiority and dominance in the family as is found in other Latin American countries. 3) In Puerto Rico the male child is accorded greater status than the female child. 4) The characteristics underlying the middle-class Puerto Rican family at present tend to be dis-

tinctly more similar to those of the Mexican than those of the mainland American. 5) The conflict of Latin and American family values in Puerto Rico indicates a process of change toward Americanization of beliefs. 6) It was proposed that the poor definition of the male's authority and increasing importance of the role of women in Puerto Rico threatens the unique authority of the male that is proclaimed in Latin cultures. Discussion of the implications of the changing values and the effect on male and female roles is presented. 29 references.

119

Ferracuti, Franco. Delincuencia juvenil y cambio social en Puerto Rico. [Juvenile delinquency and social change in Puerto Rico.] *Criminalia*, 33(11):569–573, 1967.

The economic, educational, and social changes that have taken place in Puerto Rico in the last 20 years are briefly reviewed. The economic progress that Puerto Rico has experienced coupled with the influence of values from the United States have created a challenge for the traditional values of Puerto Rican life. Statistics show a sharp rise in juvenile delinquency from 1956 to 1963 and the beginning of a decline since then. Narcotic addiction, a virtually unknown phenomenon in Puerto Rico 6 years ago, has also had an increase; from 10,000 to 12,000 addicts are estimated. Delinquency and drug addiction are more common in countries that undergo a rapid social change unless preventive measures are adopted. The preventive measures should be interdisciplinary, integrating social theories on deviation with existing biopsychological problems. Economic planning without social planning is dangerous, and Puerto Rico's experiment should be of interest to other developing countries.

120

Field, P.B.; Maldonado-Sierra, E.D.; and Coelho, G. V. A student-TAT measure of competence: A cross-cultural replication in Puerto Rico. *Perceptual and Motor Skills*, 16:195–198, 1963.

A successful cross-cultural replication of a student-TAT study of adolescent competence in American college freshmen was conducted with a Puerto Rican sample. Three groups of Puerto Rican adolescents were screened independently to provide samples comparable to those used in an NIMH study of competent adolescent students. Student-TAT results showed that fantasies of active mastery, directed striving, and optimism were most prominent in a highly competent group of Puerto Rican students selected for superior academic, social, and extracurricular abilities and were least prominent in a group of emotionally disturbed college students. This result confirms previous findings with American students. 8 references.

121

Field, P. B.; Maldonado-Sierra, E. D.; Wallace, S. E.; Bodarky, C J.; and Coelho, G. V. An other-directed fantasy in a Puerto Rican. *Journal of Social Psychology*, 58(1):43–60, 1962.

An attempt to relate a Puerto Rican's acceptance of an other-directed peer group influence with his cultural patterns and his psychodynamics is illustrated by means of his projective fantasies. This case report presents some of the psychodynamic material obtained through interviews and the Thematic Apperception Test (TAT). The TAT stories were obtained twice, once during the senior year of high school and once during the freshman year in college. The analysis was related to Puerto Rican cultural themes which included familism, the exaggerated masculine role prescribed for males, and the preferential treatment given the oldest son in the family. Although there is a multiple determination of the student's other-directed peer group dependency, one major determining factor in his dependency is an unrewarding, distant relationship to his family. Thus he is led to a search for compensating personal relationships with other social groups. This student's unsatisfying formal, hierarchical, and impersonal family relationships lead him to seek instead the formal, personal, loosely organized relationships of a peer group. He tries to achieve success through dependency, conformity, obedience, and conciliation rather than through independent self-assertion. 16 references.

122

Fielder, William; Cohen, Ronald; and Feeney, Stephanie. An attempt to replicate the teacher expectancy effect. *Psychological Reports*, 29: 1223–1228, 1971.

The demonstration of significant teacher expectancy effects in one school semester and the determination of grade level, sex, minority group membership, or social class in relation to the expectancy effect are investigated. A sample of 796 subjects in 86 classes from three elementary schools (grades one to six) were administered the Test of General Ability. Two of three schools were predominantly Mexican American and the other Anglo-American middle-class. Results indicate that no significant differences are evident for schools with a predominant MA population and an AA population. There are no significant differences in terms of the "expectancy advantage" of the MA group as measured by IQ gain $p < .05$ nor are there any discernible positive or negative overall trends. It is suggested that perhaps expectancy effects do not consistently appear in as short a period of time as one semester. In conclusion, the findings appear to agree with Barber's (1969) statement that the expectancy effect is not as pervasive as suggested in Rosenthal and Jacobson's (1966) original study. 7 references.

123

Findling, Joav. Code and message in bilingual achievement motivation. ***Dissertation Abstracts International*****, 31(12–B):7570–7571, 1971.**

A new instrument, the Slot-Class Achievement Motivation Profile (SCAMP), was developed to test the notion that motive states of the kind expressed in achievement motivation content categories may vary in a TAT-like story with message states descriptive of different situations as well as with codes to which these situations are culturally allocated. The test was found to be, in principle, as valid a test of achievement motivation as the TAT and far more reliable. With bilingual competence on the SCAMP matched up to a preestablished criterion, it was found that achievement motivation content categories varied as a separate function of code and message state. Significantly greater proportions of high motive entries were chosen to fill in the empty slots in the school descriptive incomplete stories than in the home descriptive incomplete stories. Significantly greater proportions of high motive entries were chosen in English than in Spanish, indicating that motive states may vary with the codes in which messages are realized. The results indicate that to Spanish-English bilinguals of Puerto Rican descent living in New York City achievement motivation is domain mediated.

124

Fink, Abel K. Psychodrama in the Puerto Rican Setting. ***Group Psychotherapy*****, 20(3–4):121–122, 1967.**

Limited experience in Puerto Rico suggests that psychodrama is uniquely suited to the Spanish setting with its spontaneous style of living and sensitivity to indicators of social setting and role. Since the Puerto Rican is spontaneous in talk and action when he perceives the social setting as safe or non-hostile, it is the task of the psychodramatist to create such an environment. Except for cross-sex role reversal, in which Puerto Rican men generally refuse to participate, psychodramatic techniques have proved very successful and have provided a rich yield of insights into their milieu. 5 references.

125

Fisher, Gary. The performance of male prisoners on the Marlowe-Crowne social desirability scale: II. Differences as a function of race and crime. ***Journal of Clinical Psychology*****, 23(4):474–475, 1967.**

The relationship between race, criminal offense, age, intelligence, educational achievement level, 13 scales of the Minnesota Multiphasic Personality Inventory (MMPI), and the Marlowe-Crowne Social Desirability Scale (M-C) score of 782 male prisoners is presented. A sample consisting of 492 white, 108

Mexican-American (MA) and 182 Negro male inmates were give the MMPI. The M-C was given as part of a larger test battery. Intelligence was assessed by the Army General Classification Test (AGCT) and educational achievement by the California Achievement Tests. Data indicate that intelligence and educational achievement level are negatively correlated with the M-C. MAs and Negroes scored significantly higher than whites on the MC, even when IQ differences were controlled. Three MMPI validity scales correlate with the M-C. Interpreting the M-C as a measure of defensiveness, criminals appear to be more defensive than non-criminals. Negro and MA criminals are apparently equally defensive, and more defensive than white criminals. 8 references.

126

Fishman, Joshua A. Puerto Rican intellectuals in New York: Some intragroup and intergroup contrasts. *Canadian Journal of Behavioral Science*, 1(4):215–226, 1969.

A factor analysis of coded interview data on 20 Puerto Rican intellectuals in the New York City area yielded five item-factors (R) and two person-factors (Q). The R factors dealt with Spanish language dominance, ideological language maintenance, Puerto Rican cultural emphases, American awareness, and sociolinguistic sophistication. The Q groups differed meaningfully and consistently on these five factors as well as on demographic background variables, particularly with respect to ideological versus behavioral Puerto Rican culture and language maintenance. In addition, intellectuals as a group were found to differ greatly and systematically from ordinary Puerto Rican males in having more ideological positions with respect to Puerto Rican culture and Spanish language maintenance in New York. Whereas language consciousness and language loyalty are generally at a rather low level among ordinary Puerto Ricans in the New York City area, they are higher among intellectuals. 9 references.

127

Fishman, Joshua A., and Cooper, Robert L. Alternative measures of bilingualism. *Journal of Verbal Learning and Verbal Behavior*, 8(2): 276–282, 1969.

A variety of techniques for the measurement and description of bilingualism derived separately from the disciplines of linguistics, psychology, and sociology were administered to 48 Spanish-English bilinguals. The intent was to assess the relationship among these measures and to determine their relative utility as predictors of accentedness, English repertoire range, Spanish repertoire range, and reading. A factor analysis, performed on the intercorrelations among 124 scores, indicates areas of

interdisciplinary overlap as well as uniqueness. The best predictors are obtained from retrospective reports of proficiency and usage. However, scores from other linguistic, psychological, and sociological measurements of bilingual behavior provide significant increments in the cumulative prediction of the form proficiency criteria, a very high proportion of whose variance is explained through multiple regression analysis. 11 references.

128

Fitzgibbons, David J.; Cutler, Rhoda; and Cohen, Jacob. Patients' self-perceived treatment needs and their relationship to background variables. *Journal of Consulting and Clinical Psychology*, 37(2): 253–258, 1971.

A study aimed at assessing psychiatric patients' self-perceived treatment needs is reported. A scale of 93 items was developed and administered to 118 female and 114 male psychiatric patients of Caucasian, Puerto Rican, and Negro ethnic backgrounds. These factor clusters represented the need for help with anxiety-depression, superego complaints, gross psychotic symptoms, physical symptoms that are felt by the patient to be responsible for emotional difficulties, feelings of inadequacy, economic vocational complaints, and marital difficulties. A further analysis showed that these seven factors show only a minimal relationship to the background variables chosen (sex, age, and ethnic background). The factor representing economic vocational complaints was associated with the younger age groups, females, and the recently arrived immigrant group. 11 references.

129

Florez, John. Chicanos and coalitions as a force for social change. *Social Casework*, 52(5):269–273, 1971.

An examination of the policies of liberals, social workers, and various agencies as social change agents reveals that failure to closely analyze these groups results in pure rhetoric and no political action. It is stated that for too long Chicanos have missed opportunities to relate directly to power blocks and instead have dealt with middlemen. Chicano coalitions, based on a self-determination philosophy, coupled with the diverse skills of the members can serve as catalysts for social change. The coalition process is only one method of initiating change, but it is one that needs to be more fully explored. Strategies, priorities and alliances for effecting social change must be reevaluated and redefined. No references.

130

Foley, Archie R.; Arce, Anthony; Greenberg, Irwin; and Gorham, Peter. Collaboration between public and private agencies in develop-

ing a community mental health service. *Hospital and Community Psychiatry*, 22(11):337–340, 1971.

Mental health services for a specific population group can be provided ideally through the collaboration of public and private agencies, but effective collaboration is not achieved easily. The South Shore-Rockaway Mental Health Services in the New York City area is an example of an effective program based upon cooperation between a public and private agency which was able to begin to provide services soon after intensive planning. The population of the area totals 136,000 residents, of whom 77 percent are white, 20 percent are black, and 3 percent are Spanish speaking. Before the initiation of the program, general health care and emergency psychiatric care were not readily available. Early in the program, a social worker was hired to coordinate community affairs, and the first few months of community field work were very productive; minor problems arose in the process of staffing the new service, but staff members were able to make their own personal concerns subordinate to the creation of the new facility. Program roles for the staff have purposely been kept flexible in order to maintain a high degree of relevance of the program to the residents. The board members of the facility help to identify mental health needs, recommend program changes and additions, and aid in obtaining financial and other support for various programs. No references.

131

Fort, Jane G.; Watts, Jean C.; and Lesser, Gerald S. Cultural background and learning in young children. *Phi Delta Kappan*, 50(7): 386–388, 1969.

A 5-year longitudinal study examines whether different ethnic groups display different patterns of mental abilities. Children from lower- and middle-class homes of Chinese, Jewish, Negro, and Puerto Rican origin were administered the Diverse Mental Abilities Test. All children were able to take the test in their native dialect and/or in English. The results indicate that middle-class children are better able to perform on all tasks than are lower-class children and that the children show different constellations of abilities as well as different levels of performance for various tasks. Middle-class children from different ethnic groups in general perform more like each other than do lower-class children from different ethnic groups. Other findings are: (1) Chinese children perform spatial tasks better than any other task. They perform poorest on verbal tasks. (2) Jewish children evidenced their greatest proficiency in the verbal area. Their spatial abilities were the poorest. (3) Negro children showed their greatest skill to be in the verbal area. They performed least well in the numerical area. (4) Puerto Rican

children evidenced the least difference among the four abilities. Their best area was space conceptualization; their worst, verbal concepts. These facts suggest that the developmental origins of the different patterns of ability probably lie in two main areas. The first is occupational and social structure of American society which, historically, has forced different ethnic groups into different occupations and social roles. The second major determinant of different patterns of mental ability may be more subtle, involving differences in general styles of childrearing as these vary not with social class but with ethnic or cultural group membership. It is concluded that school instruction must be designed around the ability patterns of the children involved. No references.

132

Fort, John P., Jr. Heroin addiction among young men. *Psychiatry*, 3:251–259, August 1954.

This study of over 100 young male heroin addicts, most of them in their teens and twenties, was carried out during 1951 and 1952 in the U.S. Public Health Service Hospital at Lexington, Kentucky. It explains some of the underlying psychodynamics of heroin use from a psychiatric point of view. The subjects were predominantly Negro, with a fair amount of Puerto Ricans. Among the whites, Jews and Catholics outnumbered Protestants, many of them reared in a strict, orthodox family setting. They came from varying backgrounds, few had known real poverty, and most had experienced some sort of trouble at school, shared far-out goals, and were not content with white-collar jobs. A high number consisted of professional jazz musicians. The majority manifested profound interest in music and intellectual matters, tended to be introverted, sensitive, and quiet, and had been reared by overprotective, dominant, and indulgent mothers. In the rare instances where there had been a male figure this was mostly a strict, domineering person. Although seemingly devoted to their mother, closer examination almost always revealed violently hostile feelings toward them. Most addicts reported loss of libido while addicted. Even in severe cases, withdrawal was seldom accompanied by depression. 19 references.

133

Foster, George M. Relationships between Spanish and Spanish American folk medicine. *Journal of American Folklore*, 66:201–217, 1953.

During the Conquest period, Spanish medicine was largely based on classical Greek and Roman practice with modification by the Arab world. The Hippocratic doctrine of the four humors, blood, phlegm, black bile ("melancholy"), and yellow bile ("cho-

ler") formed the basis of medical theory. A high proportion of the best medical practices of Spain became incorporated into the folk practices of America. A flourishing body of folk beliefs about the nature of health, causes of illness, and curing techniques composed of native American, Spanish folk, and classical medical elements developed in the Americas. A description of classical concepts in Spanish-American folk medicine such as humors and herb remedies is provided. Nonclassical relationships of folk medicine discussed include the magical, supernatural, physiological, and emotional causes of illness and their special cures. It is concluded that the medical practices of classical antiquity and Conquest Spain survive to a greater extent in the Americas than in Spain. More Spanish folk medicine exists in Peru and Chile than any other American country. One of the most striking characteristics of Spanish-American folk medicine is the presence of recognized conditions of illness which are not due to natural or supernatural causes but to a series of emotional experiences (anger, sorrow, sadness). There are manifestations of culturally defined behavioral patterns. The mere existence of a culturally recognized condition believed to result from fright (*susto*) produces patients with expected patterns of reactions. The functional value of emotionally defined illness that serves as an escape mechanism is culturally sanctioned. Spanish and Spanish-American folk medicine plays a functional part in the life of people and offers resistance to the acceptance of modern medical science. No references.

134

Galvin, James A. V., and Ludwig, Arnold M. A case of witchcraft. *Journal of Nervous and Mental Disease*, 133(2):161–168, 1961.

An examination of the psychodynamics involved in a family claiming to be "bewitched" reveals the underlying psychopathology of each member. The "bewitched" victim is a 17-year-old Spanish-American girl who was admitted into the hospital for treatment. The patient was completely amnesic as to what transpired during the trances she experienced; the information was supplied by her mother and stepfather. The daughter's "bewitched" behavior ceased when the visits of the parents were temporarily stopped. Interestingly enough, a closer examination of the parents' behavior reveals that they too had been terrified by peculiar personal experiences. The findings indicate that for all persons involved in this family, their bewitchment, which is similar to other hysterical symptoms, served as a substitute gratification for their individual and mutual unconscious strivings. In other words, the *embrujo* represented for the girl and her parents both the expression of an unconscious impulse and the defense against it. The family's Oedipal feelings could not have been expressed in their mutual bewitchment without a

fourth person (the aunt) to blame for their unconscious impulse. With this family's background, beliefs, and psychopathology, even if a witch had not existed, one would have had to be created to unlock their unconscious sexual feelings. 19 references.

135

Gannon, Thomas M. Dimensions of current gang delinquency. In: Wolfgang, M., ed., *The Sociology of Crime and Delinquency*. New York: John Wiley and Sons, 1970. pp. 340–350.

An analysis of data concerning street corner gangs, provided by New York City Youth Board's street workers, is presented. The average group is the defensive gang of about 35 members, 10 of whom can be classified as hardcore. The group ranges in age from 13 to 19 years, is either Puerto Rican or Negro, and displays a rather loosely knit structure, informal leadership, and some relationship to an older or other group. More boys are in school or employed than are doing nothing. Aggression as a principal mechanism of group maintenance has considerably declined. Group cohesion has lessened while the group's tolerance for other forms of deviant behavior (e.g., use of narcotics) has increased. The boys seem most concerned with getting a job, getting ahead, or a girl friend's pregnancy, and express a stronger desire to stay away from fighting. Group conflicts most often are directed toward members of other groups. These are usually provoked by drinking, girls, and neighborhood group differences. Aggressive skills continue to rank high as group status symbols. Similarly, the groups display extreme sensitivity to any kind of status threat. 20 references.

136

Garcia, Alejandro. The Chicano and social work. *Social Casework*, 52(5):274–278, 1971.

It appears that social service agencies have remained insensitive to the differences between the Chicano and Anglo cultures. The needs, problems and cultural differences of the Chicano are discussed, and the Chicano's plight in terms of education, racial, and cultural stereotypic obstacles and problems is described. The social work profession has done little to ease the Chicano's burden. Bilingualism among social workers generally is not considered an advantage. It is shown how social workers who do not speak Spanish make the client feel guilty and inferior for not knowing how to speak English. An examination of the Chicano lifestyle in a household reveals a patriarchal familial relationship. The societal racism and discrimination confronted by the Chicano male is viewed in the context of his role in the family. Religion and superstitions are discussed. It is suggested that superstition and pathological behavior be differentiated. Sug-

gested solutions, such as recruitment of more Chicano social workers, Spanish classes for social workers, and reevaluation of entrance requirements in higher education institutions are offered. It is concluded that if the social work profession is determined to eradicate racism and poverty, it must critically examine the relevancy in helping the Chicano with his plight. No references.

137

Garcia, Angela B., and Zimmerman, Barry J. The effect of examiner ethnicity and language on the performance of bilingual Mexican American first graders. *Journal of Social Psychology*, 87(1):3–11, 1972.

The influence of examiner ethnicity and language on the barpressing behavior of 40 low socioeconomic bilingual Mexican-American (MA) first grade pupils is investigated. An Anglo-American (AA) and MA female examiner individually worked with two groups of children praising them in Spanish and then in English or the reverse order during two experimental phases. It was hypothesized that praise from an MA adult would be more reinforcing to a MA child than praise delivered in English. Furthermore, it was hypothesized that praise in Spanish would be more reinforcing to a MA child than praise delivered in English. Results show the ethnicity main effect and order by language interaction attained significance. MA pupils praised by the MA examiner exhibited higher response levels than those praised by the AA examiner. While effectiveness of Spanish praise was not affected by order, that of English increased when dispensed after Spanish. 31 references.

138

Garcia, John. IQ: The conspiracy. *Psychology Today*, 6(4):40, 42–43, 92, 94, 1972.

Evolution of the Stanford-Binet test of intelligence as a standardized measure of "general intelligence" is examined. The intelligence quotient (IQ) is a social contract between educators and psychometrists. The relative intelligence of different biosocial groups has given IQ a meaning and existence that ignores the very real limits of mental measurement techniques. That is, the designers of IQ tests built into them some intrinsic assumptions (biases and limitations) that make the tests useless for comparing the intelligence of some biosocial groups (e.g., blacks and Chicanos). Binet conceptualized his test of intelligence on the assumption of a single "general intelligence" factor which immediately affected the choice of individual items used for questions. The Stanford-Binet, however, tests "scholastic performance intelligence" and not "general intelligence." The stand-

ardization of the Stanford-Binet test included a single biosocial group of white English-speaking children. Thus, the Stanford-Binet became an Anglocentric IQ test. The psychometrists also suppressed the effects of the maturing of intellect factor. The designers eliminated any item that did not show a simple age-dependent performance improvement. Each time they narrowed the range of acceptable questions the concept of intelligence diminished. The notion that a single general intelligence exists independent of environment is invalid. The use of IQ data for group comparisons changes the social contract into a social conspiracy through which particular groups are labeled as inferior, thereby propagating the status quo. 10 references.

139

Garcia-Esteve, Joel, and Shaw, Marvin E. Rural and urban patterns of responsibility attribution in Puerto Rico. *Journal of Social Psychology*, 74(2):143–149, 1968.

Attribution of responsibility (AR) studied in Puerto Rican subcultures was found to be greater among rural subjects than urban. The 176 subjects were divided into four age groups, the youngest of which (7 years) was found to have the greatest AR. Three characteristics of an outcome situation were presented: quality, intensity, and levels of causality. No significant differences were found in outcome variables between Puerto Rican and American urban populations; differences seemed to correspond to different practices within the family. 8 references.

140

Garretson, O. K. A study of causes of retardation among Mexican children in a small public school system in Arizona. *Journal of Educational Psychology*, 19(1):31–40, 1928.

Some of the factors which lead to retardation among Mexican public school children are determined by objective methods. The sample size consists of 314 pupils, 197 of which are American and 117 Mexican. Three different scales are used for measuring the mental ability of different grade level pupils: The National Intelligence Test, Pantomime Group Intelligence Test, and the Pinter-Cunningham Primary Mental Test. The seven conclusions generated from this study are: (1) The Mexican pupil is retarded by the most liberal accounting, 10.53 months more than his American classmate. (2) There are 30.01 percent more individuals of the Mexican group retarded than of the American group. (3) The Mexican is more irregular in school attendance than is the American pupil. The difference is of questionable importance as a factor in the cases of retardation. (4) The results seem to indicate that transientness is not an explanation of the greater retardation of the Mexican children of this group.

(5) The verbal tests are about as satisfactory as the nonverbal test for the purpose of measuring mental ability in grades three to eight inclusive. (6) Mexicans in grades one and two suffer a language difficulty, but this factor is of less importance in grades three to eight. (7) Probably the principal factor governing retardation of the Mexican child is his mental ability as measured by the group test. 3 references.

141

Garrison, Vivian. "Sectarianism and Psychosocial Adjustment: A Controlled Comparison of Puerto Rican Pentecostals and Catholics." Paper presented at the Princeton Conference on Marginal Religious Movements in America Today, Princeton University, April 5–7, 1971. 48 pp. (Xerox)

A variety of religious alternatives available to the Puerto Rican in New York City are reviewed. Members of the dominant Roman Catholic and minority Pentecostal churches are compared on a variety of social and psychological variables developed to test or retest some of the divergent views on sectarian adaptation. Demographic characteristics, socioeconomic variables, migration history, family organization, patterns of social participation, and several other indices of mental health of 398 Puerto Rican subjects are compared to determine: 1) what differences, if any, characterize those who choose minority religious groups over the major denomination, and 2) what effects membership in the sect has upon the individual. Findings state that the Pentecostal minority differs very little from the major church members of the same sub-cultural and socioeconomic situation in characteristics other than those related to the religious life. No evidence is found for inadequate functioning in occupational or social roles or for emotional disturbance. The Puerto Rican Pentecostals are not drawn disproportionally from any specific age group, from the lowest socioeconomic stratum, from the most recent migrant population, or from those whose family and other interpersonal relations show disorganization. They are no less, and possibly more, socioeconomically mobile as a group and are as involved in the life of the community as the Catholics from the same environment. They show no greater and possibly lesser rates of psychiatric disturbance. 38 references.

142

Garrison, Vivian. "Supporting structures in a disorganized Puerto Rican migrant community." Paper presented at the Symposium on Supportive Behavior, 70th Annual Meeting of the American Anthropological Association, New York, November 21, 1971. 23 pp. (Xerox)

It is hypothesized that the following supportive structures function to reduce rates of psychiatric treatment or levels of un-

treated emotional disturbance among participants: 1) the extended family network; 2) the friendship network and informal groups; 3) *Espiritismo* and *Santeria* cults; 4) churches, especially Pentecostal sects; and 5) social clubs, community action, political, and civic organization. It is also hypothesized that if these systems function to prevent mental illness and/or to support, maintain, or rehabilitate the mentally ill, the participants will be either 1) underrepresented in the patient population of psychiatric clinics serving the same area, or 2) characterized by disproportionate rates of those same characteristics which most strongly distinguish psychiatric clinic population from the general population. The first hypothesis is tested by comparing of the rates of participation in each of the hypothesized "supportive systems" or random "normal" population sample (N=47) and a sample of psychiatric outpatients (N=59). The second is tested by participant observation and by comparison of the characteristics of those who participate in the specific supportive system with those of the general population sample. Results indicate that participation in some of the supportive structures (i.e., the extended family network and friendship network for females, and the "street corner group" for males) is underrepresented in the psychiatric clinic population drawn from the same area suggesting that this participation is related to reduced rates of psychiatric disturbance. Other groups, the *Espiritista Centros*, and the Pentecostal churches who serve primarily a high-risk population show an underrepresentation by proportional representation in the clinic sample. It is concluded that the "disorganized" community has its own unique, informal organization structure which is at least as effective in maintaining, treating, and rehabilitating its members psychologically and socially as is the limited and deficient formal agency structure. 34 references.

143

Garrison, Vivian. "Social networks and social change in the 'Culture of Poverty.' " Paper presented at the 138th Meeting of the American Association for the Advancement of Science, Philadelphia, December 1971. 22 pp. (Xerox)

The nature of social organization in urban slum communities beyond the nuclear and extended family levels and the change in the traits of the concept of "culture of poverty" as delineated by Oscar Lewis are examined. Data were obtained from two random samples of Puerto Ricans living in a 10-census-tract area of the south Bronx and from participation observations over a 3-year period, 1966-1969. Information on social networks, family and employment histories, migration histories, and other social and psychological variables are recorded. Samples are analyzed to show frequencies in the general population traits of the cul-

ture of poverty and other organizational characteristics not noted by Lewis. In order to test for change in the traits of culture of poverty over time after migration, two groups—short-term (less than 10 years) and long-term migrants (more than 10 years)—are subsampled and compared. Sufficient evidence of change in key traits of the culture of poverty—economic, social, and psychological—even within the lifetime of the first generation migrant, have been shown to demand a total reexamination of the question of persistence or change in the so-called culture of poverty. The south Bronx area does not lack patterns of congregation and dispersion or associations of individuals in pairs and in groups, or values and norms sanctioning these interactions. This social organization resembles an urban village or peer group society. Associations are based on sex, age, ethnicity, and territoriality more than upon categorical norms or occupational, educational, or other statuses and formalized roles familiar to the middle class. No references.

144

Garrison, Vivian. "*Espiritismo:* Implications for provision of mental health services to Puerto Rican populations." Paper read at the Eighth Annual Meeting of the Southern Anthropological Society, Columbia, Mo., February 24–26, 1972. 41 pp. (Xerox)

Espiritismo constitutes a folk system of psychotherapy and a means of coping with psychiatric illness and represents an alternative, or supplement, to conventional mental health services. Practices in 14 Spiritist centers located within the catchment area of a community mental health center in New York were studied. Attention is given to the diagnostic process, the Spiritist taxonomy of disorder, and the treatment process as it is viewed by mediums and participants. The prevalence and specialized functions of Spiritist centers indicate that this form of folk psychotherapy has many similarities with group psychotherapy and psychodrama. The implications for provision of mental health services of this alternative system of care are as follows: 1) There is an overlap in treatment populations. Two-thirds of the clinic patients admit to having seen *Espiritistas* with the same or similar problems that bring them to the clinic; 2) the parallels in the two treatment processes indicate that mental health facilities must adopt those modalities and techniques most analogous to Spiritist treatment centers (i.e., walk-in service, short-term treatment, use of paraprofessionals); 3) the efficacy of the *Espiritista* practices in the total community mental health picture plays a significant role in the Puerto Rican communities whether or not they are desired or acknowledged by the professional service agencies; 4) the efficacy of professional treatment practices is confounded by the existence of this

alternative system of mental health; 5) for program planning it is necessary to have a collaboration of efforts for consultation and referrals in prevention programs. 19 references.

145

Garth, Thomas R. A comparison of the intelligence of Mexican and mixed and full blood Indian children. *Psychological Review*, 30(5): 388–401, 1923.

The National Intelligence Test (NIT) was administered to 307 Mexican, 126 mixed-blood Indian, and 430 full-blood Indian school children from New Mexico, Oklahoma and Texas. The full-blood Indians consisted of three groups, two of nomadic ancestry: first, a group of Plains and Southeastern Indians; second, a group of Navajo and Apache Indians; third, a group of Pueblo Indians of sedentary ancestry. The mixed-blood Indian is a mixture of white and both Plains and Southeastern Indian blood. NIT results indicate that: (1) When scores are arranged in frequency distributions, each group whether mixed or full-blood tends to have a single central tendency. (2) The measure of intelligence in decreasing order indicates the following sequence: mixed-blood Indians, Mexicans, Plains and Southeastern Indians, Pueblo Indians, and Navajo and Apache Indians. (3) Estimates of social status indicate the same sequence as the foregoing. (4) The average amount of education runs in the same sequence except that the Pueblo Indians have slightly more than the Plains and Southeastern Indians. (5) The mixed breeds excel the pure breeds in intelligence scores. (6) The nomadic tribes excel those of sedentary tribes in intelligence scores. (7) If these groups may be taken as representative of their racial stocks, the results indicate differences between their racial stocks in intelligence. Since social status and education have not been controlled, one cannot positively state that these data indicate innate racial differences in intelligence. 3 references.

146

Garth, Thomas. The intelligence of Mexican school children. *School and Society*, 27(680): 791–794, 1928.

A total of 1,004 Mexican school children from grades three to eight in the urban and rural areas of Colorado, New Mexico, and Texas were tested on the National Intelligence Test (NIT). The data reveal that: (1) The median NIT-IQ for this group is 78.1 with a variability of 22.6 IQ points. Sex is not a significant factor in IQ scores. (2) The IQ increases for each school grade but not in regular steps. (3) The median score for each school grade increases with the grade. According to mental age equivalent the Mexican children are on the average 11 years mentally younger than the white for the corresponding school

grades. (4) The influence of school grade on IQ scores for 498 artificially selected cases is high if age is disregarded. (5) The influence of age on IQ score when school grade is held constant is negligible. (6) The retardation of the Mexican children is 80.5 percent on the average. It is highest for boys in the lower grades. It is noted that this representative IQ is lower than has been previously obtained by other investigators. 6 references.

147

Garth, Thomas, and Candor, Ethel. Musical talent of Mexicans. ***American Journal of Psychology,*** **49(2):298–301, 1937.**

In an effort to determine whether Mexican children are more musical than other ethnic children, six Seashore tests of musical talent were given to 665 Mexicans. The subjects were drawn from the first, second, and third years of public secondary schools in Mexico. Results show that: (1) The reliability of the Seashore tests is as high for the Mexican children as for other ethnic groups. (2) Mexican (M) children's performance in pitch, intensity consonance, and memory is inferior to that of the Anglo-American (AA). It is not known why M children are not as adept as AA's in their performance on the test for pitch. The inexperience of taking tests is suggested as a possible explanation for M's performance. As for rhythm, M's demonstrate superior performance over AA children. The dancing experience of M children is given as the reason for superior performance. It is concluded that differences between the two groups are not due to race but to nurture. No references.

148

Garth, Thomas R., and Johnson, Harper D. The intelligence and achievement of Mexican children in the United States. ***Journal of Abnormal and Social Psychology,*** **29(2):222–229, 1934.**

An investigation of the influence of educational achievement upon the intelligence scores of 683 Mexican children in grades four to nine is presented. The Otis Classification Test, composed of an achievement and an intelligence section, was administered to the subjects. Some proposed questions are: What is the indicated mental and educational growth of the subjects? What is their educational retardation? What is their mental (IQ) and educational age (EQ) for a school grade? What can be ascertained regarding the group IQ and EQ and, lastly, the accomplishment ratio (AR)? Analysis of the data reveals: (1) Mexican children are more like the American white at the early ages but less like them in both achievement and intelligence as they grow older. (2) Both the chronological age and the extent of educational retardation are high. (3) The mental and educational ages for a grade are below the American white norms, but the

educational age is slightly above the mental age for a grade. (4) The Otis and Terman group IQs are, for the total group respectively, 83.02 and 79.6. (5) The median EQ is higher than the median IQ. (6) The AR indicates that on the whole the ratio between IQ and EQ is higher than it is for the American white. (7) The highest correlation is found between intelligence and achievement, and next between intelligence and school grade. (8) A multiple correlation of .58 is found between intelligence and the factors of school placement and educational achievement. (9) The relative weights assigned to school placement and achievement are 1.0 and 3.7, showing the latter to be the more influential in obtaining an intelligence score. 3 references.

149

Garth, Thomas R.; Elson, Thomas H.; and Morton, Margaret M. The administration of non-language intelligence tests to Mexicans. *Journal of Abnormal and Social Psychology*, 31(1):53–58, 1936.

An investigation to secure a satisfactory measure of the intelligence of Mexican children with a reliable nonlanguage test is presented. The objectives were to determine the influence of language and education on children when their ability on a nonlanguage intelligence test is known and to ascertain how the children would do when administered a verbal and an achievement test. Four hundred and fifty-five Mexican children, ages 8 to 16 years, were tested with the Pinter Non-Language Intelligence test and the Otis Classification Test. Analysis of the data reveals: (1) Age for age and grade for grade, the Mexican children are inferior to American whites in verbal test results. (2) In the nonlanguage test results, the Mexicans are practically equal in performance to the American whites. (3) IQ's derived from the nonlanguage tests for the Mexicans are on the whole about equal to the American white IQ. (4) This study points to the possibility that verbal tests are unfair to Mexican children if these two tests really assess intelligence. 4 references.

150

Garth, Thomas R.; Holcomb, Walter M.; and Gesche, Irma. Mental fatigue of Mexican school children. *Journal of Applied Psychology*, 16(6):675–680, 1932.

Work efficiency as measured by the Thorndike Addition Test is recorded for a group of 195 Mexican-American (MA) children from the third, fourth, seventh, and eighth grade levels. The data were handled with reference to two categories—attempted performance and accurate performance. The findings show that the younger subjects lose 15 percent efficiency in attempted performance and 25.8 percent in accurate performance over a period of 28 minutes. The younger children are disposed to do

slightly more than half of their work by the time half of the period is finished. The older subjects show 1.9 percent efficiency loss in attempted performance and 15.4 percent loss on accurate performance over a period of 42 minutes. When the data are compared with the performance of white subjects from a previous study, the results show that MA children are more like whites in their accurate performance than they are in attempted performance. But the same is not consistently true for the older MA students. Factors which might account for the difference between the work performance of the younger MA children and the white children are: selection process, training, and nutrition. 4 references.

151

Geismar, Ludwig, and Gerhart, Ursula. Social class, ethnicity, and family functioning: Exploring some issues raised by the Moynihan report. *Journal of Marriage and the Family*, 30(3):480–487, 1968.

An attempt to assess the influence of social class on the way ethnic group membership affects family behavior is examined. A stratified random sample of 133 cases is divided into three groups, 50 Negro, 50 white, and 33 Puerto Rican. Data from interview and structured questionnaires on childrearing attitudes and alienation from society were obtained. The St. Paul Scale of Family Functioning reveals sharp contrasts in the level of functioning among the groups. Sixty-six percent of the Negroes, 46 percent of the Puerto Ricans and 16 percent of the whites indicate problematic or near problematic family functioning. Adequate functioning appears to be characteristic of 44 percent of the whites, 21 percent of the Puerto Ricans, and 12 percent of the Negro families. The data show that 82 percent of whites, 73 percent of Puerto Ricans, and 44 percent of Negroes have a sufficient source of income. Negro and Puerto Rican wage earners hold lower status jobs than do whites. The Puerto Rican head of the family has less difficulty in holding a job than a Negro. It is suggested that it is a delicate interplay among social, economic, and psychological factors rather than the operation of any one of them which determines the social functioning of families in the various ethnic groups. 28 references.

152

Geismar, Ludwig L., and Krisberg, Jane. Work with the Puerto Rican population. In: *The Forgotten Neighborhood*. Metuchen, N.J.: Scarecrow Press, 1967. pp. 264–277.

The special needs of the Puerto Rican population of Farnam Courts, New Haven, are discussed. One problem is the language barrier. The programs instituted for this minority group were family centered casework, a preschool nursery, an adult English

class, and group work with youth. The problems confronting these families showed a predominance of financial, followed by health, difficulties. The Puerto Rican labor department recommended that language instruction be confined to teachers who were also conversant in Spanish, that the residential building provide a sitter for the children, that functional English be stressed, and that home visiting be done before and during the program. Various successes and obstacles arising from the programs are discussed.

153

Gekoski, William L. Effects of language acquisition contexts on semantic processing in bilinguals. *Proceedings of the Annual Convention of the American Psychological Association*, 5(pt. 1):487–488, 1970.

The compound-coordinate distinction maintains that bilinguals differ in the manner in which they store and structure the semantic component of their linguistic repertoires. The basis of the difference is seen as deriving from the cultural and linguistic contexts in which language acquisition occurred. Spanish-English bilinguals were asked to give intralingual and interlingual word associations to equivalent stimuli for which the responses of monolingual Spanish and English speakers were not equivalent. As predicted, compound bilinguals gave more equivalent responses than did coordinates, thus, offering some support for the compound-coordinate distinction. For reasons discussed in the paper, these results must be interpreted with caution.

154

Gerard, Donald L., and Kornetsky, Conan. A social and psychiatric study of adolescent opiate addicts. *Psychiatric Quarterly*, 28(1):113–125, 1954.

The social and psychiatric characteristics of 32 minor male opiate addicts were studied during their stay at the U.S. Public Health Service Hospital at Lexington, Kentucky. The majority were Negro and Puerto Rican adolescents from deprived communities in New York City or Chicago but the white addicts had been reared in economically comfortable, middle-class families. All addicts showed marked disturbances in adjustment prior to drug use. These were diagnosed as overt schizophrenia, incipient schizophrenia or borderline states, delinquency dominated character disorders, and inadequate personalities. They all had dysphora, disturbances in sexual identification, and interpersonal relations characterized by inability to form prolonged, close, or friendly relationships with peers or adults. Evidence obtained in the projective material—Rorschach, Thematic Apperception Test, and Draw-a-Man Test—corroborated the clinical observations. Opiate drug use helped treat the overt psychiatric symptoms

of some addicts, controlled the anxiety and strain the patients experienced in various interpersonal situations, and helped them cope with life.

155

Gill, Louis J., and Spilka, Bernard. Some nonintellectual correlates of academic achievement among Mexican-American secondary school children. ***Journal of Educational Psychology*****, 53(3):144–149, 1962.**

An investigation to determine personal and parental correlates of academic achievement among Mexican-American (MA) secondary school students is presented. Four groups (15 each) of high- and low-achieving males and females were equated on age, grade level, and IQ scores. Parental variables were evaluated by a modification of the Shofen's Parent Attitude Survey and IQ scores were assessed by the Otis SA Test of Mental Ability. In addition, the California Psychological Inventory and the Siegal Manifest Hostility Scale were employed. Statistical evaluation indicates that achievers manifest reliably less hostility and more social maturity, intellectual efficiency, and conformity to rules than do underachievers. Achieving girls and underachieving boys appear to come from strong mother-dominated homes. Since these findings seem meaningful with respect to this subculture, it is suggested that additional specification of group customs and milieu may similarly contribute to further understanding of nonintellectual factors associated with academic achievement. 19 references.

156

Ginsberg, Gerald P.; McGinn, Noel F.; and Harburg, Ernest. Recalled parent-child interaction of Mexican and United States males. ***Journal of Cross-Cultural Psychology*****, 1(2):139–152, 1970.**

Dimensions of recalled parent-child interaction, from the viewpoint of the child, were obtained by means of a Parent Image Differential (PID). PID data of a North American group and a Mexican group, all males, were factor analyzed and analytically compared. A number of highly stable dimensions emerged, some culturally specific, some specific to sex of parent, but almost all specific to a particular context of parent-child interaction. Cross-cultural differences are discussed, and reasons for the difference between these results and those reported by others are offered. It is further suggested that to profitably examine primary interactions, including parent-child relations, and to get the most out of cross-cultural investigations of primary relations, separate interaction categories defined as context-by-participant subsets should be sampled and studied. The PID appears to be one technique for approaching this objective. 28 references.

157

Glaser, Daniel; Inciardi, James; and Babst, Dean. Later heroin use by adolescent marijuana and heroin users and by non-drug using adolescent offenders. *Prosecutor*, 5(1):10–13. 1969.

The extent to which marihuana use leads to he oin use, the extent to which adolescent heroi: use is continued in adulthood, and the extent to which adolescent nondrug delinquency is followed by heroin addiction in adulthood is examined in a 5- to 10-year followup study of adolescents referred to the New York City Youth Council Bureau. Data were obtained by searching the city health department's narcotics register for reports of heroin use after 1963 for 716 male offenders charged with marihuana or heroin use or nondrug offenses in 1957 and 1962. Analysis of the data revealed subsequent heroin records for approximately 50 percent of those referred for marihuana usage and 15 percent for those referred for delinquency not involving any drug use. Even higher rates of subsequent heroin usage were found for those nondrug involved adolescent offenders who were Negro or Puerto Rican, who had two or more codefendants, who had prior referrals to court, or who had dropped out of school. These characteristics did not markedly affect the subsequent heroin rate for adolescent record and subsequent heroin use for all subjects. The fact that these rates of later heroin use are higher than those found in the few somewhat comparable studies elsewhere is ascribed to the higher concentration of heroin usage in New York City. 13 references.

158

Glatt, Kenneth M. An evaluation of the French, Spanish, and German translations of the MMPI. *Acta Psychologica*, 29(1):65–84, 1969.

A sample of 77 college and noncollege bilingual subjects were administered both the English MMPI and the foreign language version of the test to determine the adequacy of the language translation. In comparing the individual profiles resulting from the Spanish and German translations with their English counterparts, it was found that scores on certain scales are on the average significantly more elevated in the foreign language version than in the English version. These differences tend to be small and clinically nonsignificant. For the most part, it is revealed that the clinical meaning of the overall Spanish and German profile configurations do not differ from that of the English. In comparing the results of the French translations with those of the English, the French version was found to be unreliable. It was concluded that the results on the one hand lend support for the adequacy and clinical utility of the Spanish and German translations, and on the other hand are suggestive of gross deficiencies in the French translation. 15 references.

159

Goodenough, Florence. Racial differences in the intelligence of school children. *Journal of Experimental Psychology*, 9(5):388–397, 1926.

A sample of 2,456 American-born school children, in grades one to four, of foreign parentage (Armenian, Italian, Spanish Mexican, Negro, Jewish, Asian, German, English, Portuguese, Danish, and Assyrian stocks) were administered the Goodenough Intelligence Test. Results show that the southern European and Negro groups rank below the Anglo-American and those of northern European stock. The coefficient of variability is highest for the Negroes and lowest for the Jewish children. Children of different racial stocks are found to differ greatly and the rank-order of the various groups correspond very closely to the results of other investigations using verbal tests. The groups with lower median IQs are the following: Southern Negro 76.5, California Negro 82.7, Indian 85.6, Spanish Mexican 87.2, and Italian 87.5. The Jewish and Danish groups have the highest median IQ's, 106.3 and 104.5 respectively. 46 references.

160

Goodman, Mary E., and Beman, Alma. Child's-eye-views of life in an urban barrio. In: Wagner, Nathaniel W., and Haug, Marsha J., eds. *Chicanos: Social and Psychological Perspectives*. Saint Louis: C. V. Mosby Company, 1971. pp. 109–122.

Perceptions, lifestyles, and values of school-age children in a Mexican-American poverty enclave are examined. The 34 children in grades one through six were interviewed and administered a lengthy interview questionnaire. The interview content ranged through factual items such as a list of family members to value judgments about good and bad people. The outcome of the study shows that the children give equal weight to school and television. The goals attainable through schooling are distant and nebulous, whereas those made vivid on television can be tied in to everyday experiences. The Mexican children aspire mainly to simple and locally familiar work roles, and pay little attention to the glamour roles and the riches they see on television. The children are trained and disciplined to respect and help others. Most children have numerous relatives who take active interest in them. Some breaks in family cohesion do occur when the father becomes unemployed. On the average the children aspire to jobs somewhat better than those their adult relatives have. They have a quiet hope and a tendency to observe and evaluate their situation and their life chances rather realistically. In general, the lifestyles and values of the barrio children are conducive to modest success in the contemporary urban society. The children are growing up without great ambition but with self-respect and with "character." 11 references.

161

Grace, William J. Ataque. *New York Medicine*, 15(1):12–13, 1959.

The clinical phenomenon of *ataque nerviosa* is described for physicians not acquainted with Puerto Ricans. An episode of *ataque* occurs suddenly and without warning for the patient. There is a short cry or scream, the patient falls, is uncommunicative, and then begins moving both arms and legs in a purposeful manner such as beating his fists on the floor, striking out at persons nearby, or banging his head on the floor. The *ataque* ceases as abruptly as it began, lasting usually between 5 and 10 minutes. Both men and women have been observed during an *ataque*. The phenomenon occurs generally when the patient is confronted with an overwhelming catastrophe (e.g., death of a loved one, illness in a child). In some instances more than one person is observed during an *ataque* (e.g., at funerals). The physician treating Puerto Ricans should be familiar with *ataque*, since often this phenomenon will dominate the clinical picture of an ill person. No references.

162

Graves, Theodore D. Acculturation, access, and alcohol in a tri-ethnic community. *American Anthropologist*, 69(3–4):306–321, 1967.

Gross ethnic differences in excessive drinking and other forms of social problem behavior among Indians, Spanish Americans, and Anglo-Americans living in a single Southwestern community are investigated. Two hundred twenty-one adults, comprising a random, stratified sample, were interviewed using a variety of structured and semistructured procedures. The Indian and Spanish-American ethnic groups show differential effects of acculturation on two classes of variables: social and psychological pressures for excessive alcohol consumption, and social and psychological controls against such behavior. It appears that for the Spanish-American group acculturation is consistently associated with higher rates of drinking and deviant behavior, whereas within the Indian group the opposite is true. With the unacculturated members of the two ethnic groups, the Spanish American does not display deviant behavior whereas the Indian group does. The explanations offered for this paradox are: (1) The acculturated ethnic members have limited economic access to the rewards of American society, thus maintaining stronger feelings of relative deprivation, significantly greater alienation, and significantly more psychological problem-solving reasons for drinking. (2) The unacculturated Spanish Americans display strong social and psychological controls (from family and church) that are internalized. (3) The unacculturated Indian displays weak social and psychological controls. (4) The influence of family and church begins to break down as the Spanish

Americans move toward the more secular American norm, whereas the Indians, whose nonacculturated background is socially anomic, become mapped into new control structures. These structural changes are paralleled by psychological changes. The implication of the results for general acculturation theory is then drawn. 41 references.

163

Green, Russel F. Desarrollo y estandarizacion de una escala individual de inteligencia para adultos en espanol. [Development and standardization in Spanish of an individual scale of intelligence for adults.] *Revista Mexicana de Psicologia*, 1(3):231–244, 1964.

A detailed review of the procedures followed in the development and standardization of a Spanish form of the Wechsler Adult Intelligence Scale (WAIS) in Puerto Rico is reported. Existing tests which are simply translations into Spanish or partial adaptations are unsatisfactory for use in Hispanic America. In the Puerto Rico project, the translated form was reviewed by linguists familiar with the national and regional uses of the Spanish vernacular to assure that the verbal material would be as significant as possible to all Hispanic American subcultures. The sociocultural aspects were also examined by psychologists in several Latin American countries with the hope of making the EIWA (WAIS in Spanish) applicable in all of Latin America. Simultaneous with the linguistic and cultural reviews, pretesting of a sample group (250 subjects) was conducted in Puerto Rico to determine the order of difficulty for each item and to evaluate the entire test in its revised form. During final evaluation, 1,800 subjects were added to the pretest group. A procedure has been developed which should permit automatic correction for the increase in IQ because of general cultural enrichment over time. 1 reference.

164

Green, Russel F. Age-Intelligence relationship between ages sixteen and sixty-four: A rising trend. *Developmental Psychology*, 1(5):618–627, 1969.

New data in support of the viewpoint that intelligence as measured by the Wechsler Adult Intelligence Scale (WAIS) increases until approximately age 65 is offered. In addition, this study demonstrates that if Wechsler and other investigators had conducted a different type of data analysis, their conclusion would have been different. Four stratified, random groups, ages 25-29, 35-39, 45-49, and 55-64, were drawn from the Puerto Rican population and administered the newly adapted Spanish-language version of the WAIS. These groups were altered to make their educational distribution nearly identical. Two sets

of analyses demonstrate that intelligence as measured by the WAIS does not decline in the Puerto Rican population before about age 65. Specifically, the Full Scale score means rise to age 40 and never fall; Verbal total scaled means rise to age 50 and never fall; Performance total shows a small decline after age 40. The same conclusion for the United States is also demonstrated. Had Wechsler and others controlled for education when determining age-intelligence trends by analysis of covariance their conclusion would have been inverted. It is concluded that (a) most studies in this area are deficient in that they have taken inadequate account of education as a concomitant of intelligence test performance, (b) much reanalysis is needed to correct the record, and (c) future research must account for this variable. 25 references.

165

Greene, Roger L., and Clark, John R. Birth order and college attendance in a cross-cultural setting. ***Journal of Social Psychology*****, 75(2): 289–290, 1968.**

An investigation of birth order and college attendance in a cross-cultural setting is presented. Data on live birth order, ethnic group, family size, and social class were collected for 168 Anglo-American (AA) and 180 Spanish-American (SA) college students in New Mexico who were born in the years 1946-1949. In the AA group there is a significant overrepresentation of firstborns in comparison with census data, while in the SA group there is an underrepresentation of firstborns, primarily as a result of the large family sizes which are not reflected in the census data. When the subjects' observed birth orders are compared with the expected birth orders by observed family sizes, there is an overrepresentation of firstborns in both groups, although the difference is not statistically significant in the SA group. The comparisons of the observed birth orders with the expected birth orders, adjusted for family size within each social class, shows that firstborns are overrepresented in all social classes in both groups. A total chi-square for all five social classes was statistically significant for the AA group and approached significance in the SA group. The results support the findings of an overrepresentation of firstborns in the college population reported by other investigators. Even when the variables of family size and social class are controlled, there is a significant over-representation of firstborns. 6 references.

166

Grimmet, Sadie A. The influence of ethnicity and age on solving twenty questions. ***Journal of Social Psychology*****, 83(1): 143–144, 1971.**

An ethnic comparison on strategy, categorization, and con-

ceptual tempo derived from measures of performance on a problem-solving task is made. The subjects were 156 lower socioeconomic status males distributed among Mexican-American, Indian American, black American and Appalachian Caucasian American groups. These groups were compared to a middle-class white sample composed of 40 males. Each of the groups was divided equally between grades three and six. The findings showed no significant ethnic differences for the problem-solving variables. The higher socioeconomic status group, however, obtained a significantly greater mean for nominal-functional questions. When grade levels within the groups were compared for nominal-functional questions, sixth grade boys, exclusive of the Indian Americans, earned significantly higher means than their younger counterparts. Conceptual tempo was affected by ethnicity with the Appalachian and Indian groups, who did not differ, delaying significantly longer than the other groups. Implications from these findings are that (a) socioeconomic status factors have a stronger influence than ethnicity on level of strategy and categorization; (b) place of residence more than ethnicity fosters different conceptual tempo rates. 3 references.

167

Group for the Advancement of Psychiatry, Committee on the Family. Integrations and mal-integration in Spanish-American family patterns. ***Group for the Advancement of Psychiatry Reports and Symposiums,*** **6(27A):959–966, 1968.**

An exploration of life patterns, cultural value orientations, and extended social systems of the Spanish American in the Southwest is presented. Contrasts between the Spanish-American and Anglo-American family and value orientations are given. The Spanish Americans are lineal, being, present, and subjugation-to-nature oriented; the Anglo-Americans are individualistic, doing, future, and mastery-over-nature oriented. Interrelationships in Spanish-American villages reflect: close family ties, extensive and well-defined authority lines, age grading, social stratification, and sexual differentiation in authority. The feminine role, constricted by Anglo-American standards, is comfortable and supportive for its Spanish-American occupant. Noticeable changes in Spanish-American value orientations have taken place in the last two decades. No references.

168

Guilford, Joan S., and Gupta, Willa. Development of the values inventory for children. ***Proceedings of the 79th Annual Convention of the American Psychological Association,*** **6(2):513–514, 1971.**

The relationship between children's values and their academic achievement is assessed. The development of a values inventory for children is described as the first phase of the research. A total of 996 first, second, and third grade children of five ethnic groups—Mexican American, Oriental, Anglo, Negro, and Papago Indian children—were administered the final version of the values inventory scale. The results indicate that children in minority groups (particularly Negroes and Mexican Americans) value school and health habits more than do children of the middle-class majority (Orientals and Anglos), but at the same time they also value nonconformity and asocial behavior more. Thus, the minority Negro and Mexican-American children have a set of values that is in accord with those of the educational system while holding to another set of values that is in conflict with the same system. Such value conflicts can be expected to have serious implications for adjustment to and progress in school. No references.

169

Gumperz, John J. On the linguistic markers of bilingual communication. *Journal of Social Issues*, 23(2):48–57, 1967.

Overlap and language distance of constituent linguistic varieties are demonstrated by the use of translatability measures. Bilingual samples consisted of Hindi-Punjabi, Kannada-Marathi, and Spanish-English speakers. Tape recorded speech samples in two languages were collected from bilingual speakers interacting in natural settings. Texts recorded in Language A were then retold orally in Language B by other native speakers and texts recorded in Language B were retold in Language A. The objective was to determine the minimum number of differences necessary for utterances to be perceived as distinct languages by their speakers. Findings show that all repertoires maintain a large number of variants at the morphophonemic level. Regardless of the number of nonshared rules, however, differences in the phonological realizations of morphemes play an important part. Variants are shown too in co-occurrent patterns and never in isolation. The rigidity of such co-occurrence rules reinforces the perceptual distinctness of codes. In spite of the underlying grammatical similarities the shift between codes has a quality of abruptness which to some extent accounts for the speaker's view of them as distinct languages. Intralanguage variation plays an important part in bilingual behavior, and measures of bilingual competence must account for it if they are to be socially realistic. 22 references.

170

Guttmacher, Sally, and Elinson, Jack. Ethno-religious variation in

perceptions of illness: The use of illness as an explanation for deviant behavior. ***Social Science and Medicine*****, 5(2):117–125, 1971.**

Differences in perception of behavior as signs of "mental" illness among eight ethnoreligious groups were examined in a study of over 2,000 representative New Yorkers. Perceptions of 13 vignettes describing varying degrees of deviant or problematic behavior were ascertained and 12 of these were used in constructing a Guttman Attitude Scale. Ethnoreligious differences were then considered by frequency of distribution of scale types. The Puerto Rican group was found to have the most distinctive distribution. 8 references.

171

Haberman, Paul W. Denial of drinking in a household survey. ***Quarterly Journal of Studies on Alcohol*****, 31(3):710–717, 1970.**

A survey of nine self-appraisal questions related to the denial of drinking among a sample of New York City residents is reported. Data reveal that about one-third of the respondents did not drink at all. The female:male ratio of reported nondrinkers is 2.2:1. There is more denial of drinking in the New York City survey than has been reported from the Middle Atlantic region. Denial of drinking is directly related to age and inversely related to education. Proportionately more widowed and fewer never-married persons indicate that they do not drink. The ethnoreligious groups with the largest proportion of reported nondrinkers are the Puerto Ricans, Jews, and Italians. There are relatively more nondrinkers among both males and females in these groups with the exception of Puerto Rican men. Three-quarters of the Puerto Rican women stated that they did not drink, so that the female:male ratio of reported nondrinkers among Puerto Ricans is 4.6:1, which is much higher than any other ethnoreligious group. It is concluded that more denial of drinking is found among older than younger respondents. 9 references.

172

Haberman, Paul W. Ethnic differences in psychiatric symptoms reported in community surveys. ***Public Health Reports*****, 85(6):494–502, 1970.**

Representative samples of 1,883 adult residents of the Washington Heights health district of New York City and 706 adult respondents in a citywide sample were asked questions about symptoms usually associated with psychiatric impairment. The symptoms elicited by questions included anxiety, depressive states, and insomnia. The absolute and relative proportions giving symptomatic responses to the midtown items in the two surveys,

both overall and by demographic subgroups, were similar. The proportions giving symptomatic responses varied inversely with social class, as indicated by educational level and family income. Women, previously married persons, and, among ethnic groups, Puerto Ricans, reported the most psychiatric symptoms. Differences between the two surveys, for the most part, were attributable to differences in wording of questions and ethnic composition of the samples, as disproportionately more Irish in Washington Heights reported the least symptoms and disproportionately more Italians in New York City reported a moderately high number of symptoms. The use of a single cutting point to indicate impairment in surveys of heterogeneous communities is questioned. Using different cutting points for various ethnic groups is suggested as a possible means of compensating for variation in response style. 15 references.

173

Hall, Edward T. The silent language. In: O'Brien, R., ed. *Readings in General Sociology*. Boston: Houghton Mifflin, 1969. pp. 60–64.

People in the same cultural milieu experience difficulties in communicating; between those from entirely different cultures, it may seem impossible. In this essay some of the major problems in understanding among people in North and South America are discussed. The problem often can be found in hidden psychological patterns, specifically in the areas of time concepts, space concepts, and friendship patterns. Concepts of time and patterns of punctuality differ markedly. For example, the North American businessman tries to make his point with neatness and dispatch—quickly and efficiently while the Latin American puts emphasis on courtesy rather than speed. The difference in the two systems lies in the controls. One is formal, personal, and depends upon family and friends. The other is technical-legal, impersonal, and depends upon courts and contracts. To the Colombian or Mexican, the North American may seem cold and withdrawn because he talks from behind a desk or at a distance of 2 feet or more—the custom in the United States, but defined as detached and separated in the customs of Latin America. The traditional home of the Latin American is built around a patio and closed from the street which often makes a North American feel isolated since he is accustomed to open neighborhoods. Recognition of these differing behavior patterns will produce easier communication between individuals of different cultures.

174

Hall, Lincoln H. Personality variables of achieving and non-achieving Mexican-American and other community college freshmen. *Journal of Educational Research*, 65(5):224–228, 1972.

An investigation of personality variables of achieving and nonachieving college students of different socioeconomic status (SES) is presented. Groups consisting of 111 lower SES Mexican-American (MA), 150 lower SES Anglo-American (AA), and 207 middle SES AA students were measured by McClelland's TAT of need achievement and the Inventory of Self Appraisal (ISA). Analyses of variance between SES groups and academically achieving ("C" average or better) and nonachieving MA's were calculated. Academic progress over a five-semester period was observed. In terms of scholastic achievement, persistence in college, completion of graduation requirements, and transfer to 4-year institutions of higher learning, middle SES subjects are more successful than are low SES students. The similarities in academic achievement and personality variables of the MA and AA of lower SES suggest that socioeconomic status, and not ethnicity, is the more significant determinant of personality traits related to academic success. The relatively high need to achieve scores of both lower SES subgroups, viewed in conjunction with their low achievement levels, suggests that either the college is not providing curricula which meet the needs of the students or that the faculty and administration have not determined how their institutions may effectuate their accepted aims. A large proportion of lower SES college freshmen did not satisfy their desires to succeed in the attainment of higher educational goals. 13 references.

175

Hanson, Robert C., and Simmons, Ozzie G. Differential experience paths of rural migrants to the city. In: Brody, Eugene B., ed. *Behavior in New Environments: Adaptation of Migrant Populations*. Beverly Hills: Sage Publications, 1970. pp. 145–166.

The characteristic attributes and trends of four rural migrant groups in the adjustment process to the urban city are compared. Detailed case history interviews were obtained from 66 Spanish-American rural migrants. The subjects were divided into high- and low-socioeconomic (SES) groups. Month-by-month data on each migrant were computed. Data indicate that among high SES migrants, unsuccessful adjustment by part of the group cannot be predicted from arrival attributes but from emergent phenomena such as employment and misfortune experience (e.g., a fine, lawyer's fee). Among the migrants who arrive in the city with low SES, two arrival attributes bear on probable later unsuccessful adjustment: state of health and phase in the family cycle (e.g., increase in family size). Healthy, single men or wage earners in newly formed families are more likely to maintain financial independence than older migrants who arrive in relatively poor health with large families to support. The high probability of welfare assistance for the older low

SES groups is evident. Healthy migrants with above average skills and education are likely to integrate into the city within a period of about 6 to 12 months. An interpretation of the process of rural migrant adjustment to the city is provided. 7 references.

176

Hartigan, Robert R. A temporal-spatial concept scale: A developmental study. *Journal of Clinical Psychology*, 27(2):221–223, 1971.

A revision of the Temporal-Spatial Concept Scale with an increased number and range of questions was administered to a sample of 2,383 parochial school children. Twenty-three percent of the sample were Mexican American, 6.7 percent Puerto Rican, .3 percent black and 70 percent Anglo-American. The Temporal-Spatial Concept Scale yields three scores: Part I, Laterality; Part II, Space; and Part III, Time. Norms for grades 3 through 12 are presented. A comparison is made of the performances of an inner city sample and a suburban sample, of a monolingual and a bilingual Mexican-American sample, and of a midwestern and an east coast sample. 4 references.

177

Haught, B. F. The language difficulty of Spanish American children. *Journal of Applied Psychology*, 15(1):92–95, 1931.

A comparison of intelligence quotients (IQ) across chronological age attempts to provide information on degrees of language difficulty found in Spanish-American (SA) children. All SA children are from four school systems ranging in ages from 7 to 19, and in grades 1 to 12. The Pintner-Cunningham Mental Test (PCMT) was used in grades 1 to 3; the National Intelligence Test (NIT) in grades 4 to 7; and the Terman Group Tests of Mental Ability (TGTMA) in grades 8 to 12. It is hypothesized that a language handicap encountered in taking an IQ test should decrease as children become older and become better acquainted with the English language. Analyzed data indicate that the IQ of SA children decreased with chronological age. There is a sudden drop in IQ scores at about 10 years of age. Since the older children are handicapped as much as the younger, there seems to be no justification for assigning the difficulty to an inability to use or understand English. Until the existence of a language handicap in SA children is demonstrated by properly controlled experiments, it seems safe to avoid using the concept as an explanatory principle in educational problems. The average SA child has an IQ of 79 compared with 100 for the average Anglo child. No references.

178

Heller, Christine A. Regional patterns of dietary deficiency: Spanish-

100

Americans of New Mexico and Arizona. ***American Academy of Political and Social Science*****, 225:49–51, 1943.**

The Spanish Americans of New Mexico and Arizona adhere closely to a limited food pattern which does not meet their nutritional requirements satisfactorily. The diet is limited to corn, beans, chili peppers, lard, flour, and coffee. Greens are used in some irrigated areas, but only during the growing season. The economic status of the Spanish American today does not allow for an extensive nutritional diet. An analysis of most frequently found diets in Spanish-American homes shows the following: (1) They are low in calories. (2) They are low in protein, both in kind and amount. (3) Calcium is also low. (4) The diet is adequate in iron. (5) The diet lacks in vitamins A and C but is adequate in vitamin B. It is not surprising, therefore, that New Mexico and Arizona would have infant mortality rates of over 100. This is nearly twice those of the Southern States. Education in the newer knowledge of nutrition and food preparation is undoubtedly an important factor in improving the present-day diet of the Spanish people of the Southwest. The most important factor, however, is income. 3 references.

179

Henderson, Ronald W. Environmental predictors of academic performance of disadvantaged Mexican-American children. ***Journal of Consulting and Clinical Psychology*****, 38(2):297, 1972.**

An effort to determine interrelationships between environmental process variables (EPV's) and academic performance among 35 Mexican-American (MA) third grade children is presented. Subjects were administered the California Reading Test (CRT) as a criterion measure for academic achievement. Significant correlations between CRT scores and the EPV measures are as follows: Achievement Press, Language Models, Academic Guidance, Activeness of Family, Range of Social Interaction, Intellectuality in the Home, Identification with Models, and Perceived Value of Education. The relationship between CRT scores and EPV Work Habits in Family did not achieve significance. These results demonstrate the predictive relationship between environmental measures taken when a sample of MA children entered the first grade and their performance on a reading achievement test at the end of third grade. The environmental measures developed in this investigation may prove practical and appropriate for use by psychologists engaged in family counseling or parental education. 3 references.

180

Henderson, Ronald W.; Bergan, John R.; and Hurt, Maure Jr.

Development and validation of the Henderson Environmental Learning Process Scale. ***Journal of Social Psychology*****, 88(2):185–196, 1972.**

A new interview instrument was developed and validated to ascertain its utility as a measure of characteristics of home environments. The instrument was administered to the mothers of 60 lower socioeconomic Mexican-American and 66 middle-socioeconomic Anglo first graders. Items for the Henderson Learning Process Scale (HELPS) were generated to elicit responses relating to the variables of aspiration level, environmental stimulation, models, guidance, reinforcement, and total score. The Stanford Early Achievement Test (SEAT) and the Boehm Test of Basic Concepts (BTBC) were administered to all children. These tests served as criterion measures for the purpose of determining the predictive validity of the HELPS. A factor analysis of the HELPS indicated that the scale consisted of five factors: I, Extended Interests and Community Involvement; II, Valuing Language and School Related Behavior; III, Intellectual Guidance; IV, Providing a Supportive Environment for School Learning; and V, Attention. Further analyses with the SEAT and BTBC as criterion variables indicated that Factors I, II, IV, and V were significantly related to academic achievement. It is suggested that there is a need to make members of lower socioeconomic groups aware of the possibility that they use education as a vehicle for attaining the rewards available in society. 22 references.

181

Henderson, Ronald W., and Merritt, C. B. Environmental backgrounds of Mexican American children with different potentials for school success. ***Journal of Social Psychology*****, 75(1):101–106, 1968.**

An investigation of a wide range of environmental stimuli in the background of Mexican-American (MA) children who have a high and low potential for success in school is presented. Subjects were 38 high-potential and 42 low-potential MA first grade students. Home environments were studied by interviewing the mothers of the subjects. Interview transcripts were rated on nine environmental variables, and group differences were tested for significance with a multivariate analysis. It was found that children in the high-potential group came from backgrounds that offered a greater variety of stimulating experiences than were available to those children in the low-potential group. Low-potential children came from larger families than did high-potential children. The two groups were also compared on a series of sociological factors that revealed some significant similarities and differences between the groups. For example, "presence of extended family" seems to be most typical of MA

families regardless of socioeconomic level. Related similarities were observed for "prefer relatives as associates," "travel to visit kin," and "value family life." Differences on the following items were noted: "number of children in the family," "status level of father's work," "periodicals in home," and "engage in weekend travel." It was suggested that educators planning compensatory education programs for minority children should probably emphasize activities which extend children's first hand experiences. It was concluded that the preschool environments of the high-potential children included a greater variety of intellectually stimulating experiences than did the preschool environments of the low-potential group. 13 references.

182

Heras, Ivonne, and Nelson, Keith E. Retention of semantic, syntactic, and language information by young bilingual children. *Psychonomic Science*, 29(6B):391–393, 1972.

Twenty bilingual 5-year-olds were read stories in English and Spanish. Using variants of the second sentence in each story, recognition memory was tested for semantic and syntactic information. The children were also asked to identify the language of the third sentence in each study. The data indicate that the children successfully coded and remembered sentences in terms of meaning but rapidly forgot details of syntactic form. Coding by language (Spanish or English) for the third sentence was forgotten if followed by material in the alternate language. 9 references.

183

Herr, Selma E. The effect of pre-first-grade training upon reading readiness and reading achievement among Spanish-American children. *Journal of Educational Psychology*, 37(2):87–102, 1946.

Reading readiness and achievement of Spanish-speaking children who participated in a 1-year, pre-first-grade training program are compared to a control group who did not participate in the special program. Children from nine towns in New Mexico participated in this study. The two groups were initially matched on the Pintner-Cunningham Primary Intelligence Test (PPIT) and by a subjective analysis of vocabulary ability and home environment. A year later when both groups began the usual first grade program they were given the PPIT and the Metropolitan Reading Readiness Test (MRRT), followed by the Metropolitan Achievement Test (MAT) a few months thereafter. Results indicate that the initial IQ's for the two groups were almost parallel, however, a year later their IQ's showed a difference of 17.46 points in favor of the experimental group. Similarly, the scores for the MRRT and for the Metropolitan

Reading Achievement Test were higher for the experimental group. The findings suggest that Spanish-American children with pre-first-grade training have a decided advantage over the children who do not have the experience of such training. The study supports the belief that a pre-first-grade reading readiness program for children below the normal age of school entrance will have positive results on IQ. No references.

184

Hertzig, Margaret E., and Birch, Herbert G. Longitudinal course of measured intelligence in preschool children of different social and ethnic backgrounds. *American Journal of Orthopsychiatry*, 47(3): 416–425, 1971.

White middle-class and Puerto Rican working class children in the preschool years provide the opportunity to compare the course of measured intelligence by a longitudinal study. Sixty Puerto Rican and 116 white children were administered the Stanford Binet at 3 years of age. Practically all the same children were examined at 6 years of age. The data show no increase in IQ between 3 and 6 years of age for children of either socioeconomic group. In fact, the findings suggest that the measured intelligence is relatively stable over the preschool years and that for both groups of children the general trend is toward a small increase in score. The Puerto Rican children are significantly more stable in IQ over the age range studied than are the white children. It is concluded that for the disadvantaged group, IQ level is already well established by 3 years of age and tends to remain remarkably stable thereafter. Failure of the middle-class child to attain an IQ score at 3 years of age is idiosyncratic and not significant, while for the Puerto Rican child it may well be reflective of a pattern of functioning. It is suggested that for Puerto Rican children intervention might be effective in modifying behavior style and producing significant changes in levels of intelligence. 13 references.

185

Hertzig, Margaret E.; Birch, Herbert G.; Thomas, Alexander; and Mendez, Olga A. Class and ethnic differences in the responsiveness of pre-school children to cognitive demands. *Monograph of the Society for Research in Child Development*, 33(1): 1–69, 1968.

The style of responsiveness to demands for cognitive functioning in preschool children from different social and ethnic groups is examined. The subjects were 116 middle-class American children with a mean age of 3 years, 4 months, and 60 Puerto Rican children with a mean age of 3 years, 6 months. The middle-class children come from native-born professional families, and the Puerto Rican children come from predominantly Spanish-speaking, working class families living in public housing proj-

ects. The behavioral information on response style to cognitive demands was obtained by observation of the behavior and recording of the verbalizations of the child in the course of Stanford-Binet intelligence testing. The findings clearly demonstrate that the two groups differ from each other in the behavioral styles with which they respond to demands for cognitive functioning. These two groups show: (a) a difference in the proportion of times the child attempted to do what was asked of him (i.e., work response); (b) a difference in the tendency to make work responses after an initial not-work response; (c) a difference in the proportion of verbally expressed responses; (d) a difference in the style of making not-work responses; (e) a difference in the kinds of verbalizations that accompany not-work responses; (f) a difference in the tendency to make spontaneous work extensions; (g) a difference in the frequency with which such spontaneous extensions are verbally expressed; and (h) a difference in the degree to which work responses are made to verbal and nonverbal cognitive tasks, respectively. Each of these differences in style was sustained when IQ was held constant and when birth order was controlled. Family instability, lack of maternal care, and examiner bias were also rejected as possible contributing factors to the differences between groups. It is concluded that childrearing practices and lifestyles of the Puerto Rican group differ from those of the middle class in ways that result in the development of the behavioral differences found. 68 references.

186

Hindelang, Michael J. Educational and occupational aspirations among working class Negro, Mexican-American and White elementary school children. ***Journal of Negro Education*****, 39(4):351–353, 1970.**

An investigation of educational and occupational aspirations among working class Negro (N), Mexican-American (MA), and white (W) elementary school children is presented. A pretested interview schedule was used in interviewing 187 fourth, fifth, and sixth grade pupils. The racial composition of the subjects is 68 N, 74 MA, and 45 W, and the interviewers are proportional to the sample. It is shown that even among elementary pupils, differences in educational and occupational aspirations of the N, MA, and W groups exist. The N subsample has the highest educational aspirations, followed by W, and finally the MA subsample. When educational aspiration is held constant, W and MA pupils are found to aspire to higher occupational categories. It is suggested that the latter difference may be related to the fact that only N children feel that teachers are prejudiced against them, and consequently N students may

be preparing themselves for job discrimination in the future. No references.

187

Hishiki, Patricia C. Self-concepts of sixth grade girls of Mexican-American descent. *California Journal of Educational Research*, 20(2):56–62, 1969.

An investigation which attempts to determine the relationships among self-concept, academic achievement, intelligence, and interests is presented. The Self-Concept Scale (SCS) and the Child Self-Description Scale (CSS) were administered to 65 sixth grade girls of Mexican-American (MA) descent. Scholastic characteristics were defined by the Lorge-Thorndike Intelligence Test scores and by the Stanford Achievement Test scores. The results obtained were compared with the results from a similar study using white sixth grade girls in Georgia as subjects. The comparison between groups revealed that the mean concept scores for both self and ideal self are higher for the Georgia group than the MA group. There is a significant positive relationship between self-concept and factors of intelligence and academic achievement for the MA group. Mean grade placements on the achievement test for the MA group are two grade levels lower than actual grade. Further, the findings show that both groups of girls assigned themselves similar patterns of self-description. However, the MA sixth grade girl with a high self-concept had more success in academic achievement than did the sixth grader of a similar background with a low self-concept. In view of the results of intelligence and achievement testing, the group of girls from Georgia would have a better chance of entering and succeeding in college. It is suggested that the school provide every opportunity for bringing the reality and the aspiration level of the MA student closer together. 9 references.

188

Hoffman, Gerard, and Fishman, Joshua A. Life in the neighborhood; A factor analytic study of Puerto Rican males in the New York City area. *International Journal of Comparative Sociology*, 12(2):85–100, 1971.

Results of a factor analytic study of Puerto Rican males in the New York City area are presented in an attempt to clarify those observed behaviors in bilingual persons which seem most clearly to reflect the native and American values. An analysis of extensive interview data allowed a number of conclusions to be drawn and revealed the fallacy in statements that contact with a dominant culture results in the disintegration of traditional social and cultural patterns. Further, acculturation need not

be disruptive, nor does contact result in acculturation. Respondents viewed daily behaviors as being closely related to the Puerto Rican activities, and education and mobility as related to more American activities. Even for a working class population high culture activities are viewed with sufficient clarity to cluster together in one factor. The analysis provided further understanding of the cultural values that the subjects attached to the various activities covered. Education and home are the domains which have emerged most clearly. In addition, solidarity of the mainland suggests a domain which touches upon interactions with Puerto Ricans other than those in the immediate family. It is this feeling of solidarity with other Puerto Ricans that makes life in the neighborhood a bicultural experience. It transcends the family but it does not capitulate to the lures of education and mobility. 3 references.

189

Holland, William R. Language barrier as an educational problem of Spanish speaking children. *Exceptional Children*, 27(1):42–50, 1960.

An attempt is made to define and analyze the social and cultural background of the educational problems of 36 Spanish-speaking children. These children from grade 1C (a first grade class specially designed to teach English to unaccultured Spanish-speaking children) through grade 5 were tested bilingually with a special Spanish-English adaptation of the WISC. Results show that all but three of the children had some language barrier. Lack of English comprehension was a serious handicap to the educational adjustment of over 40 percent of this group. The language barrier is greatest among grade 1C children and decreases steadily with added schooling, but it is still present among fifth grade students. A language barrier is the result of a lack of acculturation. However, the generally low verbal development in both Spanish and English is more likely the consequence of bilingualism in an underprivileged ethnic group. It is suggested that bilingual education for bilingual children might prove to be a worthwhile experiment. Teachers capable of supplementing the language of the classroom with the language of the home might achieve more optimal results than classroom instruction conducted exclusively in English. 6 references.

190

Holtzman, Wayne H.; Diaz-Guerrero, Rogelio; Swartz, Jon D.; and Tapia, Luis L. Cross-cultural longitudinal research on child development: Studies of American and Mexican school-children. In: Hill, John P., ed. *Minnesota Symposia on Child Psychology*. Vol. II. Minneapolis: University of Minnesota Press, 1968. pp. 125–519.

A longitudinal study of cognitive, perceptual, and personality

development of 4117 Anglo-American (AA) and 443 Mexican (M) children is described. In addition to the Holtzman Inkblot Technique, the basic test battery includes selected cognitive, perceptual, and personality tests given individually to each child once a year for 6 years. Preliminary findings are interpreted from an active-passive perspective where AA children are found to be more active in coping with stress than M children. The M child in a testing situation will cooperate to please the examiner while the AA child will view the testing situation as a challenge to be mastered. Results from the inkblot scores indicate that the AA child produces faster reaction times, uses larger portions of the inkblots in giving his responses, gives more definite form to his responses and is able to integrate more parts of the inkblot. In addition, the AA child incorporates other stimulus properties of the inkblot, such as color and shading, into his responses more often than does the M child. In attempting to deal with all aspects of the inkblots in such an active fashion, the AA child fails more often than the M child. This failure is indicated by such variables as Form Appropriateness, Pathognomic Verbalization, Anxiety, and Hostility. The M child gives responses with better form and less responses that show deviant thinking, anxiousness, and hostile content. The AA child tries to deal with the testing situation in a much more active fashion than the M child even when he is unable to do so successfully. Definite conclusions must await completion of the overall longitudinal design. 37 references.

191

Humphrey, Norman D. On assimilation and acculturation. ***Psychiatry*****, 6(4):343–345, 1943.**

The relationship between assimilation and acculturation on an immigrant Mexican group in Detroit is presented. Assimilation is basically a sociopsychological phenomenon. It has its roots in the person, encumbered by sentiments and beliefs wrought into him as he grows in a culture. When the person injects himself into a second culture, he confronts the emotional pulls, alien meanings, and new means of expression associated with the process of assimilation. One assimilates a new culture largely through the perception and imitation of examples. The meanings acquired from the second culture supplant or modify meanings learned in the first culture. Acculturation is a process in which cultural elements in contact with another culture merge and fuse. A mechanical model of culture which illustrates values and symbols involved in assimilation of American culture by Mexicans in Detroit has led to considerable fusion of American elements into the retained culture as is evidenced in the structure of the family. Relatively little Mexican culture has been taken on by Americans, and few

Mexican cultural elements have been incorporated into American culture. It is concluded that like other immigrant groups in the Northern United States, Mexican culture as a functional unity will probably be expunged by the third generation. No references.

192

Humphrey, Norman D. The stereotype and the social types of Mexican American youths. *Journal of Social Psychology*, 22(1):69–78, 1945.

A discussion of the stereotype and the social types of Mexican youths is presented through an examination of five general case study observations by social workers in Detroit. The first type is characterized by the Mexican immigrant who identifies with his native culture. He is subservient to authority and associates with other Mexican individuals. The second type has been exposed to Mexican and American cultures and finds conflicts with the former's customs. He mingles with non-Mexican individuals. The third type is the Mexican youth whose main concern is to divorce himself from the connotation of the word "Mexican." By his choice, his peers are non-Mexican Americans. The fourth type American-born Mexican is modest and unaggressive and rarely rebels against parental authority. The fifth type is the son of Mexican parents who because of light skin color, athletic ability, and *savoir faire* with girls, finds himself acceptable to middle-class Americans and tends to ultimately assimilate completely. Discussion of roles of each of the five types for male and female youths is presented. It is concluded that divergent types of personalities are seemingly consequences of differing degrees and levels of participation in the culture. A social type is molded into a particular role by the forces in the social field within which he operates. No references.

193

Jaco, E. Gartly. Social factors in mental disorders in Texas. *Social Problems*, 4(4):322–328, 1957.

An examination of the social and cultural forces involved in the incidence of mental disorders in Texas is presented. The study was designed to include all inhabitants who sought psychiatric treatment for psychosis for the first time during the 2-year period of 1951-1952. Data were obtained from psychiatrists in private practice, veterans hospitals, and city-county and State mental hospitals throughout the State. The major hypotheses tested were: (a) The probability of acquiring a psychosis is not random or equal among subgroups of the population. (b) Inhabitants of different areas exhibit different incidences of psychosis. (c) Persons with different social at-

tributes of affiliation have different incidences of psychosis. Cases for the 2-year period were averaged into an annual rate and computed for the 27 subregions of the State. All rates were adjusted for age, sex, and ethnic composition of each subregion. Findings indicate that highest incidence rates are found in the Gulf Coast region and the lowest rates in west Texas. Age is positively correlated with the incidence of psychosis, the rate increasing with advancing age. Females have higher psychosis rates than males. Anglo-Americans exhibit the highest psychosis rates and the Spanish Americans (SA) the lowest. SA's have a higher incidence of manic depressive and individual psychoses than do the nonwhites. These results are considerably different from those yielded by other surveys. The findings support the three major hypotheses of the study. 15 references.

194

Jaco, E. Gartly. Mental health of the Spanish American in Texas. In: Opler, Marvin K., ed. *Culture and Mental Health. Cross-Cultural Studies.* New York: The Macmillan Company, 1959. pp. 467–485.

Major mental disorders among the Spanish surnamed (SS), Anglo-American (AA), and nonwhite (NW) populations of Texas are compared. The principle hypothesis is that the SS population will exhibit significant differences in both form and frequency of major mental disorders from the other groups. Data on diagnosed psychotic cases for the SS group were obtained from a recent survey dealing with the incidence rate of mental disorders during 1951-1952. Cases were averaged into an annual rate and computed for the 27 economic subregions of the State. Mental disorder rates were adjusted for age, sex, and ethnic composition. From the total number of 11,298 psychotic cases there were 648 (6 percent) SS, 9,557 (84-.6 percent) AA, and 1,057 (9.4 percent) NW. The results indicate that: 1) The incidence rate of total psychoses for the SS is considerably lower than for the other groups. 2) The ecological distribution of incidence rates for the subgroups differ significantly. 3) Availability to psychiatric treatment facilities are not significantly related to the incidence rates for subregions. 4) The incidence rates of psychoses for the SS male tend to increase with advancing age. 5) The incidence of functional, old age, and organic psychoses is lower for SS. 6) Urban rates are higher than rural rates for all groups. 7) Birth place is not related to the incidence of psychoses for any subgroup. 8) Differences in rates for the three subgroups are found for five forms of marital status and between sexes. 9) Occupational differences in incidence rates are found among the subgroups and by sex. 10) Education is correlated with incidence rate for only the SS subgroup. These findings generally support the hypothesis that the SS exhibit differences in the incidence

and types of mental disorders from the other subgroups with a lower rate of incidence. 8 references.

195

Jacobson, Barbara, and Kendrick, John. Education: Social fact or social process. ***American Behavioral Scientists,*** **14(2):255–272, 1970.**

An attempt is made to integrate inferences from "people processing" research with other inferences from what might loosely be termed "macro theory" through the use of panel survey research data. Attention is given to the appropriate way in which to conceive of the relationship between individuals and organizations, (i.e., between organizations and their clientele). A discussion follows in which the fragility of two conventional assumptions regarding research and theoretical analyses accomplished under the guidelines of macro theory is examined. Specifically, the likely agreement of the meaning and index of education across units and their stability across time in a social setting of rapid technological and demographic change is examined, and some broader implications of the role of education in the socialization process are noted. To demonstrate the basic differences found, an examination of a set of data from a panel survey research project on the Puerto Rican labor force is included, followed by some general conclusions and suggestions for improving research methods in the field of social organization. 12 references.

196

Jensen, Arthur R. Learning abilities in Mexican American and Anglo American children. ***California Journal of Educational Research,*** **12 (4):147–159, 1961.**

An investigation of learning abilities in Mexican-American and Anglo-American children is presented. Groups of fourth and sixth grade Mexican-American and Anglo children, of different IQ levels ranging from 60 to 120 or above, were compared on a number of learning tasks consisting of immediate recall, serial learning, paired-associates, and learning of familiar and abstract objects. The main finding is that on the direct measures of learning ability used in this study, Anglo-American children of low IQ are slow learners as compared with Mexican Americans of the same IQ. Mexican Americans of above average IQ do not differ significantly in learning ability from Anglo Americans of the same IQ. High IQ's are rare among the Mexican-American population and it is noted that the majority of Mexican Americans with low IQ's, as measured by the California Test of Mental Maturity, are actually quite normal in basic learning ability though they may be poor in scholastic performance. It was suggested that most of the low IQ Mexican Americans, not being basically slow learners, should not be placed in class with

Anglo Americans of low IQ who are slow learners, rather, that different methods of teaching should be required. Discussion of pertinent questions relating to the IQ of the Mexican American is presented. The development of a complete battery of direct learning tests would seem to have considerable promise for improving the diagnosis of educational disabilities, especially in ethnic and cultural groups for whom the IQ tests are not highly appropriate. 12 references.

197

Jensen, Arthur R. Intelligence, learning ability and socio-economic status. *Journal of Special Education*, 3(1):23–35, 1969.

The interaction of IQ, associative learning ability, and socio-economic status (SES) in groups of children from Caucasian, Mexican-American, and Negro populations is investigated. Findings indicate that low SES children of low measured IQs (60 to 80) are generally superior to their middle-class counterparts in IQ on tests of associative learning ability: free recall, serial learning, paired-associative learning, and digit span. Low SES children of average IQ or above, on the other hand, do not differ from their middle-class counterparts on these associative learning tasks. The results are interpreted in terms of a hierarchic model of mental abilities, ranging from associative learning to conceptual thinking, in which the development of lower levels in the hierarchy is necessary but not sufficient for the development of higher levels. The findings help localize the nature of the intellectual deficit of culturally disadvantaged children and show that environmental deprivation does not have an equal effect on all mental abilities. The need for standard tests to assess a broader spectrum of mental abilities than is sampled by current tests of intelligence is discussed. 27 references.

198

Jessor, Richard; Graves, Theodore D.; Hanson, Robert C.; and Jessor, Shirley L. *Society, Personality, and Deviant Behavior. A Study of a Tri-Ethnic Community*. New York: Holt, Rinehart and Winston, 1968. 500 pp.

An interdisciplinary theory of deviant behavior was tested in a small, rural American community in southwestern Colorado, using heavy alcohol drinking as an example of such behavior. The research began with the task of accounting for differential rates of occurrence of heavy alcohol use among three ethnic groups: Anglo-Americans (defined as whites, whether English, German, or Italian), Spanish Americans, and Indians. Three major converging investigations were made by a field theory approach, in an attempt to show that the behavior examined was a consequence of the interaction of factors in the personality

and in the sociocultural environment. Treating deviant behavior as learned, purposive, goal oriented, and adaptive, the problem became one of accounting for selection among possible adaptive alternatives, to see deviance as reflecting the failure of conformity. The three investigations were: (1) A community survey, which assessed the applicability of the theory of deviance to the adult population, where subjects were chosen by stratified random sampling from a complete census list, and data were obtained by interviews cross-checked with court records; (2) a study which used the entire community senior high school body and derived data by group-administered questionnaires or tests; and (3) a socialization study, done by interviews with parents, which focused on the processes which antedate the personality and behavior systems and mediate the relation of the latter to the sociocultural environment. The findings about alcohol use made evident the complexity of deviance; it was demonstrated in all three studies that excessive alcohol use is related to differential pressures and controls, both sociocultural and personal. The research suggested that a lack of normative consensus within a group may be relevant to deviance; that differences in expectation for achieving what is valued is crucial in rates of deviance among groups. Last, the work contributed to an analysis of ethnicity by dealing with it as representing a position in social-psychological space. 200 references.

199

Johnson, Dale L., and Sikes, Melvin P. Rorschach and TAT responses of Negro, Mexican-American, and Anglo psychiatric patients. ***Journal of Projective Techniques*****, 29(2):183–188, 1965.**

A comparison of the Rorschach and Thematic Apperception Projective Test (TAT) responses of 75 Anglo, Negro, and Mexican American (MA) patients is presented. The subjects were a random sample of nonpsychotic male veterans whose ages, educational backgrounds, and occupational levels were quite similar. A number of statistically significant differences are found between groups, with most distinct differences on the Rorschach appearing on the measure of hostility. The TAT reveals differences between the MA's and the other two groups in themes of family unit, and in their characterization, but more particularly of father-son and mother-son relationships. This TAT finding possibly demonstrates the persistence of MA cultural values regarding interpersonal relationships within the family. A tendency for MA and Negro groups to show more achievement is noted. The themes of frustration tend to appear most in the Negro and MA group. Results of this study suggest the utility of projective measures in the formulation of culture and personality theories. 5 references.

200

Johnson, Granville B. The origin and development of the Spanish attitude toward the Anglo and the Anglo attitude toward the Spanish. *Journal of Educational Psychology*, 41(7):428–439, 1950.

An investigation of the origin and development of the degree of prejudice in racial attitudes among Spanish and Anglo children is presented. A sample of 90 Spanish males and 90 Anglos, from ages 4, 8, and 12, were administered the Projective Test of Racial Attitudes which contains six pictures relevant to race attitudes. Data indicate that both groups manifest a clear picture of development of racial attitudes from the young age levels to the older. The Spanish at the 4-year level appear less prejudiced than the Anglos of the same age, but during the ensuing 4 years a negative attitude develops to a level approximating that of the 12-year-olds of that ethnic group. The Anglo attitude develops little between the fourth and eighth years. However, rapid acceleration during the next 4 years puts the Anglo at the highest level of prejudice of all groups and ages studied. In addition, it is revealed that the Anglos are less optimistic about the Spanish-Anglo relationship than are the Spanish. The Anglos appear to be the aggressors while the Spanish merely attempt to adjust to this aggression. The early development of Anglo attitude, superiority and different rates of prejudice development indicate how the instilled attitude of one group may contribute toward the attitudinal development of the other. The data suggest that the origin of prejudice toward the Spanish appears at about the 3½-year level while the genesis of prejudice toward the Anglo appears sometime after 3½ years. 1 reference.

201

Johnson, Granville B. Bilingualism as measured by a reaction-time technique and the relationship between a language and non-language intelligence quotient. *Journal of Genetic Psychology*, 82(1):3–9, 1953.

The effects of bilingualism, as measured by a reaction-time technique, upon the measurement of intelligence are illustrated through the utilization of a language and nonlanguage intelligence test. The Reaction-Time Test of Bilingualism, the Hoffman Test of Bilingualism, the Otis Test of Mental Ability (OTMA), and the Goodenough Draw-a-Man Test (GDMT) were all administered to a group of 30 Spanish boys from the Southwest. The results show that there is a negative relationship between performance of the OTMA and the degree of bilingualism. However, the relationship between the tests of bilingualism and the GDMT indicates that the degree of bilingualism is associated with superior response on this performance test of intelligence. The relationship between the two measures of

intelligence is found to be insignificant, indicating that they are probably tests of separate factors. Other findings are that greater knowledge of English in comparison with knowledge of Spanish is associated with less discrepancy between the OTMA and the GDMT intelligence quotient scores. The OTMA results most nearly approached GDMT results in those individuals with fewest Spanish responses on the Reaction-Time Test. Because of the complexity of measuring the intelligence of bilinguals, both the OTMA and GDMT may be invalid instruments for this group. 17 references.

202

Johnson, Henry S. Mental health needs of Mexican Americans. Prepared for the Regional Training Program to Serve the Bilingual/Bicultural Exceptional Child, Montal Educational Associates, 1972. 21 pp. (Offset)

An analysis of the historical evolution of the mental health needs of Mexican Americans (MA), as well as an evaluation of the types of treatment necessary for the promotion of optimal mental health care, is presented. Examination of the mental health statistics reveals the absence of services in the barrios and the effects of discrimination. The necessity for a redefinition of mental illness is recognized which includes moral and social implications, particularly in the treatment of bicultural MA's. Discussion of the theoretical approaches of counseling the emotionally different MA with regard to his system of values and social orientation is provided. Transcendental realism as an eclectic therapeutic approach is described as an acceptance and appreciation of the psychic phenomenological techniques of *curanderismo* and parapsychology. The development of a new and more definitive theoretical approach to the identification and treatment of MA's with emotional problems is suggested. An approach to mental health calls for the acceptance, understanding, and appreciation of the dynamic concepts of *Chicanismo, carnalismo* and *curanderismo*. The critical notions of these three key humanistic processes are incorporated in the proposed theoretical structure of transcendental realism. The therapist must ultimately permit the MA to successfully reintegrate himself into the barrio, as well as to reaffirm his human dignity, integrity, and pride as a Chicano in his flight toward a new Chicano humanistic way of life. 42 references.

203

Johnson, Loaz W. A comparison of the vocabularies of Anglo-American and Spanish-American high school pupils. *Journal of Educational Psychology*, 29(2):135–144, 1938.

Spanish-American (SA) and Anglo-American (AA) high school

students from New Mexico were administered the Inglis Tests of English Vocabulary (TITEV). Additionally, four other vocabulary tests were constructed and given to the subjects. The results indicate that: (1) SA high school pupils labor with a definite vocabulary handicap as compared with AA's in the same schools and as compared with the norms for TITEV. (2) SA high school pupils are retarded from 7 to 12 months as compared with AA pupils. (3) Though the school census shows a potential school population of SAs as great as that of AAs, the AAs outnumber the SAs in high school by a ratio of 3 to 1. (4) SA sophomores, juniors and seniors, and AA juniors and seniors were appreciably below the norms of TITEV. It is suggested that frequent testing whereby the pupils can check and compare their progress be implemented as a means of stimulation. Furthermore, recommendation for a modified curriculum to include more racial customs and ideals of the SA people is offered. No references.

204

Jones, Louis, and Calvo, Elvira. The BARSIT as a general ability screening test for Spanish-speaking adults in New York. ***Personnel Psychology*****, 23(4):513–519, 1970.**

The utilization of the Barranquilla Rapid Survey Intelligence Test (BARSIT) provides a set of norms of general mental ability for Spanish-speaking adults in New York. The BARSIT was originally developed in Venezuela and Colombia to be used as a 10-minute group test with applicants having sixth grade education or less. A group of adults who entered in a special training program were separated into either a basic English course or a clerical and bookkeeping course by means of their score on the Gates Reading Survey (GRS). Both of these groups were also administered the BARSIT. Teachers were asked to rate the students at the end of the course on a 7-point scale from "very bright" to "very slow." The findings show that the correlations between course grades and teachers' ratings are low, .33 and .24 for the Basic English and Clerical groups, respectively. The BARSIT scores and the teachers' ratings, however, are significantly related to one another in each of the two groups. These two measures correlated .62 and .48 with each other in the Basic English and Clerical groups, respectively. The high degree of correlation is quite sufficient to support the usefulness of BARSIT as a screening device. However, since it is a highly speeded test, it can be expected to yield only a rough estimate of an examinee's mental ability. 1 reference.

205

Jones, Robert C. Ethnic family patterns: The Mexican family in the United States. ***American Journal of Sociology*****, 53(6):450–452, 1948.**

Generalizations on the characteristics of the Mexican American based on case records and intensive field observations are reported. It is pointed out that the majority have come from a simple economy and culture in which custom and tradition dominate. Home communities are closely integrated by tradition and personal ties, so that family life is controlled by the village. Family authority is usually vested in the principal wage earner who is typically the father or the oldest male sibling. This relationship extends to grown children who may have established their own homes. Marriage establishes close ties between the two family groups of which the bride and groom are members. Godparents who are chosen as the children's sponsors are responsible for their baptism, and in case of the death of the parents, they are obligated to care for the children. In courtship and marriage the interest of the larger family is closely followed. Divorce is almost impossible. The roles between the sexes are sharply defined. It is not considered proper for women to work outside the home or for men to engage in household activities. In relation to the second generation Mexican Americans, considerable attention has been given to cultural conflict and delinquency. The percentage of young people is large among the second generation group. Other factors such as farm work, poor living conditions, high mobility rate, race discrimination, and restricted social contacts contribute to the family lifestyle of the Mexican American. It is recommended that future research on the Mexican American be supported financially in order to provide a better understanding of the Mexican immigrant. No references.

206

Jones, Stanley E. A comparative proxemics analysis of dyadic interaction in selected subcultures of New York City. ***Journal of Social Psychology*****, 84(1):35–44, 1971.**

Subcultural and sex differences in spatial orientation behavior are investigated among black, Chinese, Italian, and Puerto Rican subjects. Two-person groups of adults in four separate poverty subcultures were observed engaging in social interaction on public streets of New York City. Trained judges made estimates of the interpersonal distance and mutual shoulder orientation of each dyad. Regardless of subcultural group membership, women were found to be more direct in shoulder orientation than men, an outcome which appears to parallel the findings of previous studies of eye-contact behavior. Black males appeared less direct than males in other minority groups, although this result did not approach statistical significance. Contrary to expectation, the interaction distance was strikingly similar in all of the subcultures studied. This last finding sug-

gests the inference that poverty groups are rather homogeneous in the structuring of interpersonal distance. 12 references.

207

Jorstad, Dorothy. Psycholinguistic learning disabilities in 20 Mexican American students. *Journal of Learning Disabilities*, 4(3):26–32, 1971.

Composite profiles on the Illinois Test of Psycholinguistic Abilities were made for 20 Mexican-American (MA) students' differential abilities. Results indicate that half of their differential psycholinguistic abilities fall in the broad "average" range of one standard deviation (listed in order of learning potential): visual memory, verbal expression, visual association, manual expression, and visual closure. Further inspection of the composite profiles show that all the points falling below the average of all mean scores are in auditory areas (listed in order of disability): grammatic closure, auditory association, auditory reception, and auditory memory. Findings reinforce the theory that for young students adequate oral language must be developed before actual reading can be accomplished. The next step for school personnel in the education of the disadvantaged is to go into the homes of preschool children to train the parents on the special linguistic needs of their children. 7 references.

208

Kagan, Spencer, and Madsen, Millard C. Cooperation and competition of Mexican, Mexican-American, and Anglo-American children of two ages under four instructional sets. *Developmental Psychology*, 5(1): 32–39, 1971.

An attempt to assess the degree to which children of two ages and three subcultures differ in amount of cooperative and competitive behavior is examined. A game measuring cooperation and competition was played with pairs of 4-to 5-year old Anglo Americans (AA) and Mexican Americans (MA) and with 7-to 9-year-old AA's, MA's, and Mexicans (M). Cooperative play allowed both pair members to receive awards; competitive play was irrational, allowing no subject to reach his goal. The number of moves that pairs took to reach a goal indicates that 4-to 5-year-olds are more cooperative than the older subjects ($p < .001$). Among the 7-to 9-year-old children, M's are most cooperative, MA's the next most, and AA's the least cooperative ($p < .001$). Among the older children, instructional sets designed to create an "I" orientation increased competition, whereas, sets stressing a "we" orientation increased cooperation ($p < .001$). While qualitative differences between patterns of play are noted for the cultural and age group, sex differences are not found. 8 references.

209

Kagan, Spencer, and Madsen, Millard C. Rivalry in Anglo-American and Mexican children of two ages. *Journal of Personality and Social Psychology* (in press).

An experiment designed to trace the development of rivalry (behavior intended to minimize gains of a peer) in Anglo-American (AA) and rural Mexican (M) children is presented. Rivalry was measured by four choice conditions administered to 48 children from each culture, six male pairs and six female pairs at ages 5 to 6, and 8 to 10. Data were analyzed by a factorial analysis of variance. Older children are significantly more rivalrous than younger children. AA children are significantly more rivalrous than M children and the cultural difference tends to increase with age. The effect of conditions is significant, which indicates that for all groups rivalry is greatest when accompanied by both relative and absolute gains. The opportunity to avoid a small relative loss increased rivalry more than opportunity to accrue a small absolute gain. The development with age of greater rivalry in males than females is present for the AA but not the M children. It is suggested that for children in AA and M cultures rivalry is similar to interpersonal conflict. M children avoid conflict and AA children enter conflict even when to do so is irrational in terms of their goals. Childrearing practices may account for the source of observed cultural differences. 7 references.

210

Kandell, Alice S. Harlem children's stories: A study of expectations of Negro and Puerto Rican boys in two reading-level groups. *Dissertation Abstracts*, 28(6A):2338, 1967.

The investigation and comparison of the school and general life expectations of a group of lower socioeconomic class American Negro and Puerto Rican Harlem boys are reported. Thirty American Negro boys and 30 Puerto Rican boys were studied with a projective test technique combined with a direct questionnaire approach. Subjects were both high and low achievers. Content analysis of their stories revealed more negative expectations from the Negroes in the area of school, general entertainment, and mother. High achieving Negro boys appeared to have more positive expectations in terms of mastery when they became free of the school milieu. Apathy and resignation were also apparent. Puerto Rican boys were more confident of their ability to achieve through diligence, a sense of independence, and an optimistic view of their environment. Study findings are also considered in terms of their implications for educational problems.

211

Kaplan, Bert. Reflections of the acculturation process in the Rorschach test. ***Journal of Projective Techniques,*** **19(1):30–35, 1955.**

The effect of the acculturation process on the performance of the Rorschach among four cultural groups is examined. The 116 subjects—52 Zuni, 20 Spanish-American, 20 Mormon, and 24 Navajo males—were between the ages of 18 and 42 and in each group were divided into a veteran-nonveteran status. By means of the analysis of variance, scores on eight major Rorschach variables—W, F%, A%, M, R, FC, CF, and T/R—were compared for veterans and nonveterans in all four groups. The veteran-nonveteran variance reached the .05 level of significance in two cases, M and FC. The variance on three other variables R, CF and T/R, approach the .05 level closely, while for W, A% and F% there is no consistent difference. It is concluded that the acculturation process has effected changes which are reflected in the Rorschach performance. These changes are in the number of form color responses. Since the CF or color form variable also shows change which approaches significance, it is suggested that both movement and color responses are increased significantly in the veteran group. This difference occurred in each of the four cultural groups. A discussion of the findings points to the attitudinal level of the veteran as a major factor in the test performance. 8 references.

212

Kaplan, Bert; Rickers-Ovsiankina, Maria A.; and Joseph, Alice. An attempt to sort Rorschach records from four cultures. ***Journal of Projective Techniques,*** **20(2):172–180, 1956.**

The applicability of the modal personality hypothesis to four cultural groups by employing three sorting and matching procedures of Rorschach tests is investigated. Twenty-four Rorschach records were selected, six from each of four cultures: Mormon, Spanish American, Zuni, and Navajo. In the first experiment, a judge was not told anything about the Rorschachs beyond the fact that four cultural groups were represented. The task was to sort the 24 records into four homogeneous groups. In the second experiment, a judge familiar with the four cultures was asked to perform the same sorting task as the judge in the first experiment. In a third sorting test, a statistical technique based on the "discriminant function" was used to sort a total of 116 Rorschach records into all possible combinations of culture pairs. Results indicate that the judge in the first experiment was unsuccessful in sorting the records into homogeneous groups. The judge in the second experiment, on the other hand, achieved considerable success in the sorting task (13 out of 24 Rorschachs correctly sorted in the initial grouping

and 8 out of 12 in the second). The results of the "discriminant function" test shows that in two pairs, Navajo vs. Mormon and Navajo vs. Spanish American, the cultures are distinguishable, with almost 85 percent of the records labeled correctly. The findings suggest that Rorschach tests from the four cultures are different and can be sorted with considerable success. The significance of the findings is that there is a strong presumption that certain personality characteristics of individuals in the four cultures are different, which supports the "modal personality" hypothesis. 13 references.

213

Kaplan, H. Roy. The meaning of work among the hard-core unemployed. ***Dissertation Abstracts International*****, 32(1):566–A, 1971.**

The meaning of work among an extremely disadvantaged segment of male and female hard core unemployed persons undergoing job training was investigated. A total of 86 percent of the respondents were blacks and Puerto Ricans. The questions were designed to elicit the work values of the respondents by asking them why they wanted to work, what was important about having a job, what they looked for in their work, and the type of job they were most interested in having. A typology of meanings of work was constructed for analytical purposes. The findings indicate the pervasive influence that poverty had upon the respondents' work values. The extreme economic deprivation which they were experiencing led them to view their work in totally instrumental terms. There were no consistent significant differences between the various racial, ethnic, age, and sex groups. However, there was strong commitment to work which was evidenced by the fact that 80 percent of them would continue to work even if there was no economic necessity for doing so. Furthermore, some subjects evidenced alternative value orientations to work, viewing it as an activity that should provide the individual with psychological rewards such as self-actualization. It was concluded that while substantial evidence existed supporting the contention that there are indeed class differentiated value systems in society, there appeared to be some evidence supporting Hyman Rodman's hypothesis of the value stretch.

214

Karno, Marvin. The enigma of ethnicity in a psychiatric clinic. ***Archives of General Psychiatry*****, 14(5):516–520, 1966.**

It is demonstrated how ethnic clinical patients and the relationship between their cultural characteristics and treatment received may be a source of confusion and therapeutic failure in an outpatient psychiatric clinic. Negroes, Mexican Americans, and third generation American-born Caucasian patients are

analyzed and compared with respect to social class characteristics, type of treatment, and length of treatment. Results show that nonethnic patients are accepted into psychotherapy to a significantly greater degree than ethnic patients of the same social class. Moreover, ethnic patients who are accepted for treatment receive less and shorter psychotherapy than do nonethnic patients of the same social class. Part of the problem is explained as lying with the behavior of the ethnic patient himself. Of greater concern are the attitude and action of clinic personnel. There is a lack of direct attention given to ethnicity, race, subcultural identity, and bilingualism by clinic personnel. In addition to the avoidance of ethnicity, there is a pervasive dependence upon the psychiatric medical interview model which tends to exclude sociocultural factors that may be important to diagnosis and treatment. It is suggested that the personnel must learn to understand and respond to ethnicity as an integral aspect of the ethnic patient and his life problems. 9 references.

215

Karno, Marvin, and Edgerton, Robert B. Perception of mental illness in a Mexican-American community. ***Archives of General Psychiatry,*** **20(2):233–238, 1969.**

The initial investigation of an extensive study of mental illness examines whether or not differences exist in the perceptions and definitions of mental illness between Mexican Americans (MA) and Anglo-Americans (AA). Any perceptual differences might account for the underrepresentation of the MA in the use of mental health facilities. These two groups are of similar socioeconomic status, living in the same community at the same time. Biographic, demographic, and other information concerning mental illness was obtained by a survey interview in east Los Angeles from 668 adults—444 MA and 224 AA. Results show no significant difference between the two groups in the perception and definition of mental illness. The cultural tradition of the MA does not account for a lower rate of incidence of mental health disease as suspected from their low utilization of treatment facilities. More important factors which influence the underrepresentation of MA's in psychiatric treatment facilities are: a formidable language barrier; the significant mental health role of the active family physician; the self-esteem reducing nature of agency-client contacts experienced by MA's; and the lack of mental health facilities in the MA communities. 28 references.

216

Karno, Marvin, and Morales, Armando. A community mental health service for Mexican-Americans in metropolis. ***Comprehensive Psychiatry,*** **12(2):116–121, 1971.**

A community mental health service in east Los Angeles for Mexican Americans is described. A study initiated in 1964 concerning these people's attitudes of mental illness found that folk psychotherapy or *curanderismo* was not significantly used and the people preferred Spanish-speaking medical professionals. The initial staff of 21 included 12 Spanish-speaking people. The difficulty in obtaining suitable service quarters is explained. The program consists of preventive services, treatment, consultations, and inservice training. Fees were charged according to patients' economic status. Of the first 200 patients, females predominated and two out of five Spanish-surnamed patients spoke mainly Spanish. The center attempts to give professional treatment in an atmosphere of cultural and linguistic familiarity. 14 references.

217

Karno, Marvin, and Morales, Armando. A community mental health service for Mexican-Americans in a metropolis. In: Wagner, Nathaniel N., and Haug, Marsha J., eds. *Chicanos: Social and Psychological Perspectives.* Saint Louis : C. V. Mosby Company, 1971. pp. 281-285.

The development of a community mental health service for Mexican-Americans in east Los Angeles in 1967 is described. The east Los Angeles community has been severely deficient in providing professional mental health services. A social-psychiatric research project (1964) had shown that Mexican-Americans did not perceive and define mental illness much differently than did Anglo-Americans, even though they were highly underrepresented in State psychiatric facilities and many such individuals traveled to Mexico for psychiatric treatment. This program required a large percentage of Spanish-speaking personnel who were committed to a social, personal, and professional involvement in the community. The preventive service program emphasized professional mental health consultation to a wide variety of community service agencies, public and private schools, health agencies, professionals, law enforcement agencies, and others. In addition, short-term, crisis oriented treatment was provided, and patients referred to the center were accepted and treated. A client-centered consultation was strongly emphasized. Inservice training regarding mental health consultation consisted mainly of apprenticeship. Patients' characteristics are discussed. It is concluded that Mexican-American patients respond as well as Anglos when they are offered professionally expert treatment in a context of cultural and linguistic familiarity and acceptance. No references.

218

Karno, Marvin; Edgerton, Robert; and Fernandez, Irma. "Folk psy-

123

chotherapy in an urban Mexican-American community." Unpublished manuscript. 13 pp. (Mimeo.)

This is one of a series of studies that investigates the influence of culture on mental health and illness in the Los Angeles Mexican-American (MA) community. The primary interest is to explain the paradoxical finding that persons of Mexican birth or descent are underrepresented in the use of psychiatric facilities. More specifically, this paper deals with the resources which are utilized by MAs in the Los Angeles area who are under heavy emotional stress. One source which replaces the formal mental health care is the practitioner of folk curing or folk medicine who is known as *curandera* or *curandero*. A bilingual research assistant presented herself to folk therapists as a poly-neurotic patient for the purpose of exploring how folk curers treat emotional disorders. Two encounters with *curanderas* are described in elaborate detail. The first encounter describes the "curandera" as having little skill in psychotherapeutic relationships. Instead she resorted to physical manipulations on her patient, an attempted sale of tonic, and request for daily treatments, in short, an attempt of a commercial exploitation. Unlike the first "curandera," the second folk healer seemed especially prepared to take a guiding and counseling role for treatment of emotional suffering. She assumed the role of a friendly, gossipy, protective, moralizing, but practical and personally involved healer. It is difficult to estimate the number of healers in Los Angeles due to the illegality of practicing medicine without a license. It is believed, however, that Mexican Americans make wide use of such services which tend to contribute to their underrepresentation in the use of psychiatric facilities throughout California. 7 references.

219

Karno, Marvin; Ross, Robert N.; and Caper, Robert S. Mental health roles of physicians in a Mexican American community. *Community Mental Health Journal*, 5(1):62–69, 1969.

Family physicians who practice in barrio communities in Los Angeles were interviewed and administered questionnaires concerning their attitudes, opinions, and experiences with regard to mental illness and psychiatry. Of the 82 physicians who completed the questionnaires, half were foreign born and represented many non-Spanish nationalities. The results indicate that the physicians have a varied, but often high regard for psychiatry, and a very diverse degree of sensitivity to and recognition of emotional disorders in office practice. The majority refused additional psychiatric education, consultation, and resources. It is concluded that family physicians seem to serve as the most active and available mental health service in this particular

low-income, ethnic-based community with its inadequate formal psychiatric facilities. 8 references.

220

Katzman, Martin T. Discrimination, subculture, and the economic performance of Negroes, Puerto Ricans, and Mexican-Americans. *American Journal of Economics and Sociology*, 27(4):371–375, 1968.

Economic underachievement among Negroes, Puerto Ricans and Mexican Americans, in terms of subcultural values and discrimination against these subcultures, has been examined. A subculture is a characteristic orientation toward experience. Discrimination against identifiable physical traits is called racial discrimination. To test the relation between racial discrimination (color) and economic achievement, surveys were conducted of Negro and white Puerto Ricans. The results were inconclusive. To test the effects of subcultural values on economic achievement, surveys were taken of non-Puerto Rican (Anglo) and Puerto Rican Negroes, thus holding color constant. The Puerto Ricans had more white collar jobs while Anglos had higher median income and employment rates. Surveys taken of West Indian and native Negroes showed the West Indian group to be higher on all indices of success. In surveys taken of immigrant Puerto Ricans and Mexicans the second generation Puerto Ricans showed a general improvement in economic status over their Mexican counterparts. The findings tend to emphasize subcultural values and class discrimination over racial discrimination as the major causal factors for intersubcultural economic underachievement. 3 references.

221

Katzman, Martin T. Urban racial minorities and immigrant groups: Some economic comparisons. *American Journal of Economics and Sociology*, 30(1):15–25, 1971.

A previously developed model explaining differences in economic performance of several predominantly white urban immigrant groups is extended to six racially distinctive minorities. The groups, all with relatively severe economic problems, are Negroes, Mexicans, Puerto Ricans, Chinese, Filipinos, and Japanese. The economic performance of the minorities diverges markedly from predictions based on the immigrant model. The three Oriental groups showed a spectacular rise from underachievement between 1950 and 1960, while Mexican Americans and Negroes are still the most severe underachievers. This underachievement cannot be explained solely by prejudice. It must be explained also in terms of subcultural traits: attitudes toward work, saving, education, and fertility. 23 references.

222

Kearns, Bessie J. Childrearing practices among selected culturally deprived minorities. *Journal of Genetic Psychology*, 116(2):149–155, 1970.

An investigation of childrearing practices among selected culturally deprived Indians, Mexican Americans, and Anglos is presented. A comparison of these groups is made in terms of whether values related to childrearing indicate cultural dissimilarities. The subjects, 50 Papago Indian, 50 Mexican-Americans and 50 Anglo mothers, were interviewed by trained interviewers, representative of each cultural group, who used an adapted form of the interview scale developed by Sears, Maccoby, and Levin. Results of the investigation revealed that significant differences do exist among the Papago, Mexican-American, and Anglo childrearing practices. The Mexican-American and Papago childrearing patterns appear to be governed to a large extent by traditional values and practices. In comparison, the bonds with tradition appear to be weaker within the Anglo group. The patterns of childrearing within each cultural group appear to be encouraged by certain common conditions basic to all three groups—the lack of economic opportunity, the presence of class distinction, and the lack of education. It is concluded that significant differences exist in childrearing practices and it is recommended that educators need to reexamine early childhood education programs, reevaluate the basic concepts taught in home economics classes, and redefine the practical approaches which have been designed to interest these cultural groups in learning. 7 references.

223

Kelly, Lenore Mary. Community identification among second generation Puerto Ricans: Its relation to occupational success. *Dissertation Abstracts International*, 32(4):2223-A, 1971.

An exploratory study was made among 30 married Puerto Rican men residing in Brooklyn, with some contact with the Puerto Rican community, and representing three levels of occupational success (successful, stable, and unsuccessful), to identify factors related to varying degrees of occupational success and to guide those determining policy and programs to assist the mobility of both first and second generation Puerto Ricans. The evidence suggests that occupational success does not necessitate a break with one's ethnic community. Among the known second generation, the successful are likely to retain a close relationship with the Puerto Rican community, to express a pride in their Puerto Rican identity, and to seek to perpetuate it in their children. As the occupationally stable acquire skills for future mobility, they begin to follow this same pattern. The results further

suggest that much of what has been written in industrial sociology is relevant for understanding the Puerto Ricans in the work sphere. While the ethnic community continues into the second generation, its nature ceases to be identified with a specific geographical locality and changes to that of a strong sense of identity with Puerto Rican interest, continued social contacts with other Puerto Ricans, and an appreciation for certain aspects of one's cultural heritage.

224

Kershner, John R. Ethnic group differences in children's ability to reproduce direction and orientation. ***Journal of Social Psychology,*** **88(1):3–13, 1972.**

Ethnographic observations of Chicano and Anglo children indicate that the two groups differ qualitatively in their adaptive responses to social situations. The Chicano children show an interest in the details and organization of their spatial surroundings, whereas the behavior of the Anglos is characterized by spatial remoteness and the tendency to seek out verbal interactions with people rather than isolated play. It is hypothesized that Chicano children are better than Anglo children in conserving multiple spatial relations and that their superiority in dealing with spatial relations can be explained as a form of functional compensation for relatively lower achievement in language. Eight Chicano and eight Anglo children were compared in spatial and language abilities. The children live in the same community, attend the same school, represent a similar social class, and come from families who provide an equal amount of stimulation and opportunity for free self-directed movement experiences. Results indicate that the Chicano children were better in spatial ability and poorer in language comprehension in comparison to the Anglo children, supporting the categorization of the Chicanos as "analytic-spatial" and the Anglos as "global-verbal" in cognitive style. The findings were interpreted as demonstrating ethnic group differences in information processing strategies and the polarity of verbal and spatial skills in some children. The possible influence of innate and experiential factors in producing the results is discussed. 13 references.

225

Keston, Morton J., and Jimenez, Carmina. A study of the performance on English and Spanish editions of the Stanford Binet Intelligence Test by Spanish-American children. ***Journal of Genetic Psychology,*** **85(2):263–269, 1954.**

The English and Spanish translations of the Stanford-Binet Intelligence Test were administered to 50 bilingual children

in an effort to determine the most accurate IQ test measure for these children. The subjects were composed of Spanish-American children in the fourth grade, drawn from five schools in Albuquerque, New Mexico. One form of the test was translated into Spanish by a professor from Spain. The findings indicate that: (1) If the Stanford-Binet test is going to be used, the English version gives a fairer and more accurate assessment than the Spanish version. (2) Bilingual children are able to perform better in the language in which they have had formal instruction. (3) The development in the use of the Spanish language by these children ceased when they entered grade school and began their formal education. (4) The range and variability of English scores are greater than the range and variability of Spanish scores. (5) Because of the Spanish dialect of these children, the Spanish version, as translated by a Spaniard, is an unfair measure of their intellectual abilities. (6) The English version of the test is also unfair because of its present language difficulties. (7) The correlation between school grades and IQ is higher for the English version than for the Spanish version of the test. (8) Before effective research in this area may proceed, a translation of the Stanford-Binet test that is adapted to this region, or the development of a valid intelligence test for these children, is necessary. 15 references.

226

Kiev, Ari. *Curanderismo: Mexican-American Folk Psychiatry*. New York, N.Y.: Free Press, 1968. 207 pp.

Curanderismo is a form of folk psychiatry that incorporates elements from sixteenth century Europeans and Mayan-Aztec medicine. Interviews with four *curanderos* in San Antonio, Texas concerning their practices and clients reveal that cultural factors frequently determine the role of the sick person, the nature of illness, and the modalities of treatment. To the Mexican American illness is related to the patient's life, his relationships, his community, and his religion. Illness is not considered a chance event, as it is in Anglo-American culture. *Curanderismo* is a traditionally and culturally oriented form of psychology which shares many striking similarities with contemporary psychotherapy. Folk diseases such as *susto* (fright), *embrujado* (bewitchment), and *mal ojo* (evil eye) stem either from physical causes or from psychological conflicts and are treated by the *curandero* who permits confession, encourages acceptance of suffering, and prescribes various medicinal herbs and other therapeutic aids to ward off the sources of *embrujado* and *mal ojo*. *Curanderismo* is successful in Mexican-American society because it offers security through adherence to traditional values, reduction of anxiety through

confession, and active involvement in the therapeutic process. 103 references.

227

Kiev, Ari. Primitive religious rites and behavior: Clinical considerations. *International Psychiatric Clinic*, 5(4):119–131, 1969.

Participation in religious groups, such as the American Indian peyote cults or the Pentecostal sects, provides a form of social integration for individuals in anomic, stressful, and changing situations. These groups permit social acceptance for everyone and afford socially acceptable methods for releasing suppressed emotions and frustrations. A discussion of the classification of normal and abnormal behavior by a psychiatrist is provided. To avoid misinterpretation, the psychiatrist must examine the beliefs of nonpatients of the same cultural background. The diagnosis of psychiatric disturbance cannot be based on social behavior but by an examination of the mental state. Spirit possessions, psychonoxious processes, and folk syndromes such as bewitchment, fright, sorcery, angry spirits and evil eye are examined. It is concluded that participation in primitive religious rites derives from a variety of motives and that it may have many beneficial effects in terms of growth on the individual. Participation in these rituals is not pathological, nor is it harmful. It is probably most helpful for neurotic patients, for those in borderline states, and perhaps for patients who are suffering from chronic schizophrenic illnesses and who therefore benefit from the integration into group activities. It is not as beneficial for people with acute psychotic illnesses or acute organic illnesses when the illness is not recognized by the members of the groups. 24 references.

228

Killian, L. R. WISC, Illinois Test of Psycholinguistic Abilities and Bender Visual-Motor Gestalt Test performance of Spanish-American kindergarten and first-grade school children. *Journal of Consulting and Clinical Psychology*, 37(1):38–43, 1971.

In an effort to determine the specific cognitive deficits which might account for the poor school performance of Spanish-American (SA) school children, both Anglo-American (AA) and SA siblings are compared on a battery of tests. Eighty-four Ss, including AA monolinguals, SA monolinguals, and SA bilinguals were matched on school achievement and administered the WISC, Illinois Test of Psycholinguistic Abilities (ITPA), and Bender Visual-Motor Gestalt Test (BMVG). Global difference on the WISC, Verbal IQ is found for the three language groups. The only significant effect for WISC Performance IQ and WISC Full Scale IQ is for the SA language groups.

The results of the individual subtest analyses suggest the following: First, SA children do not show a subtest profile that indicates severe, early restriction of experience at home. Second, there is evidence for restriction of experience in that the SA children are deficient in interpreting pictures. Third, the main difficulty that SA children have is on the input side of communicative skills, especially in understanding sentences and pictures. Fourth, SA children do as well as AA children once meaningful information is decoded. Fifth, all of the children appear to be performing at a poor level in expressing themselves with words. The comparison of the results for the two SA language groups suggests that bilingualism per se may not be a great factor in causing poor test performance. Probably of more importance are poverty, restriction of experience, and different value systems. It is suggested that remedial programs for SA primary school children need to emphasize comprehension of meaningful material presented sequentially through both auditory and visual channels. It is further suggested that perhaps the source of variance in the achievement of SA children resides in the attitudinal, motivation, and/or personality realm. 11 references.

229

Klapp, Orrin E. Mexican social types. *American Journal of Sociology*, 69(4):404–414, 1964.

In an exploratory investigation, social types derived from slang type name classifications (e.g., a cool cat, *un bat chingon*) were divided into positive and negative types by 119 Mexican subjects. In addition, subjects were given lists of Anglo-American social types and were instructed to list Mexican equivalents. Hero models such as *muy macho* (a real man), *un caballero* (a man with real class), and *el jefe* (the boss), state positive themes of the Mexican ethos. Another sample of 81 Mexicans listed the following images to five admired figures: Pancho Villa, *revolucionario* (revolutionary); Miguel Aleman, *politico* (politician); Benito Juarez, *muy moral* (a very good man); Don Quixote, *un caballero* (a man with class); and *un torero, macho, valiente* (valiant). On the negative side of the model system, some social types are: *abuson* (the bully); *peleonero* (the troublemaker); and *estafador* (the con man). While this study does not reach conclusions about the national character, it implies that social types should be taken account of in any such appraisal and may offer a basis for comparative study. 12 references.

230

Kline, Lawrence Y. Some factors in the psychiatric treatment of

Spanish-Americans. ***American Journal of Psychiatry*****, 125(12):1674–1681, 1969.**

Sociocultural factors in the psychiatric treatment of Spanish Americans (SA) in Colorado result in an underutilization of available psychiatric services and create special problems in the treatment of those who do seek help. Case studies of three SA individuals, one female and two males, provide insight into their attitudes concerning emotional stress and psychiatric treatment. The etiology of psychiatric disorders among SA patients is illustrated in the first case study. The role within the Latin American family structure and the effect of acculturation in producing neurosis are discussed. Another case study discloses the importance of empathy in Anglo-Spanish relations in treatment sessions. Cultural conflict and interracial problems encountered in group therapy by a SA male are presented in "Jousting with the Enemy," the last case study. Psychiatric treatment is perceived by SAs as "Anglo" and not as a possible source of understanding and support. A solution to this community resistance of psychiatric treatment is to develop services with participation of community leaders and traditional healers or *curanderos*. One approach to make psychiatric treatment more effective and less resistant for a SA involves an open discussion of his feelings about Anglos without fearing retaliation by the therapist. Once this is resolved the patient and therapist should utilize the therapeutic situation to deal with other conflicts. 28 references.

231

Knapp, Robert R. The effects of time limits on the intelligence test performance of Mexican and American subjects. ***Journal of Educational Psychology*****, 51(1):14–20, 1960.**

An investigation of the effects of time limits on the intelligence test performance of 100 Mexican and 100 American subjects is presented. Subjects (Ss) were given the Cattell Culture Free Intelligence Test, Forms 2A and 2B, under two testing conditions, power and speed, and the test scores were subjected to an analysis of variance. The results indicate that while both the Mexican and American Ss scored higher under power conditions, the difference was significantly greater for the Mexicans than for the Americans. It is shown that the Mexican sample scored significantly lower than the American sample in terms of overall mean scores. The possibility that the differential effect of test conditions produced by differences in intellectual levels between two samples, rather than by cultural differences, is not supported by the data. There is a significant increase in test scores from the first to the second adminis-

tration of the test, which is not significantly greater for the Mexican Ss than for the American Ss. This indicates that the differential effects of test conditions are probably not due to differences in test sophistication. It is noted that scores are significantly higher in the power-speed order of presentation than in the speed-power order, which suggests that the former test sequence puts both Mexican and American Ss at a disadvantage. 11 references.

232

Knapstein, John W. A cross-cultural study of certain personality features of tuberculous alcoholic patients. ***Dissertation Abstracts International*****, 31(10–B):6260, 1971.**

Personality variables were investigated among tuberculous, alcoholic, and tuberculous alcoholic patients of Spanish and Anglo descent. Several hypotheses were generated and submitted to detailed analysis. It was found that: (1) tuberculous alcoholic patients appear to be more like alcoholic patients than like tuberculous patients; (2) the alcoholic patients appear to be very similar to alcoholic patients in previous studies; (3) all 3 groups were more anxious and introverted than the normal control group; (4) tuberculous alcoholic patients were more tender minded, bohemian, and impulsive than tuberculous patients; (5) tuberculous alcoholic patients and alcoholic patients seem to have greater status needs than tuberculous patients; (6) the hospitalized groups were more threat sensitive than the normal control group; (7) Spanish-American subjects had lower socioeconomic standing and were more unsophisticated, expedient, and impulsive than Anglo-American subjects; (8) the younger age group was not more tender minded and liberal minded than the older age group.

233

Knoll, Faustina R. Casework services for Mexican Americans. ***Social Casework*****, 52(5):279–284, 1971.**

The role of the family service agencies in offering casework services to a Mexican American (MA) barrio population is examined. A description of the Detroit MA barrio reveals the lack of scientifically trained medical personnel and a dependence on the *curandera*. Three case illustrations of different MA families offer several points of interest for family agencies: 1) the need for tangible rather than intangible services; 2) the manner of handling parent-child relationships, the effects of the extended family; and 3) the complex manner in which cultural stress and personality pathology are combined. It is suggested that there is a definite need for

social service agencies to extend their lines of communication by interpreting and defining their work so as to effectively extend concrete counseling services with an effective client followup procedure to the barrio community. Social workers must be able to interpret special problems, patterns, and concerns of the family to authorities and to serve as links between alienated families and institutions. It is concluded that there are strengths and pathologies in MA families that are no different from those of others who seek help from family services. The cultural dissimilarities are mentioned and it is suggested that social workers must give top priority to reaching out and educating the community regarding social services.

234

Kole, Delbert M. A cross-cultural study of medical-psychiatric symptoms. *Journal of Health and Human Behavior*, 7(3):162–174, 1966.

The dissimilarities in the number and pattern of medical and psychiatric symptoms between 255 North American (NA) and 155 Latin American (LA) patients at Gorgas Hospital in the Canal Zone are studied. The 195-item self-administered Cornell Medical Index (CMI), consisting of 144 general medical symptom questions and 51 psychiatric symptom questions, was used by the 417 medical and psychiatric patients. It is found that women have significantly more symptoms than men. Psychiatric patients show significantly more symptoms than medical patients of the same sex. In addition, LAs list more symptoms than NAs of the same sex. The relative incidence of individual symptoms in the CMI between NA and LA medical patients reveals a high incidence of symptoms with feelings of personal inadequacy, hypersensitivity, and hostility among the LAs of both sexes. Other differences found appear to be related to physical environment, and the availability and adequacy of medical facilities for the two groups. 9 references.

235

Komaroff, Anthony L.; Masuda, Minoru; Holmes, Thomas H. The Social Readjustment Rating Scale: A comparative study of Negro, Mexican and White Americans. *Journal of Psychosomatic Research*, 12(2):121–128, 1968.

A comparison of the scores obtained on the Social Readjustment Rating Scale among Negroes, Mexican Americans (MA) and white Americans is presented. Two American subculture groups, 64 urban Negroes and 78 MAs from poverty areas of Los Angeles, are administered the Social Readjustment Rating Scale. This scale is a list of 43 events which might change an individual's life. Subjects were instructed to assign points to an event according to whether it would change their lives (e.g.,

marriage-500 points). Results indicate that in the majority of life-change items, the numerical responses of the two subculture groups and the responses of a previously examined white American middle-class group differed significantly. The subcultural groups regarded fourteen life-change event items, related to the area of labor and income, as items requiring more of a readjustment than did the white Americans. A low response to the item "death of spouse" by the MA group indicates that the security of the extended family cushions the adjustment required when ill health or death occurs in a close family member. Both subculture groups regarded the item "pregnancy" as requiring more adjustment than did white Americans. In addition, the subculture groups regarded "divorce" as requiring less adjustment than did white Americans. The MA group thought no items required as much change as did marriage, while Negroes thought that other life-change items required more adjustment than marriage. It is concluded that all three groups ranked items in a very similar fashion. The correlation coefficients indicate that the two subgroups are more closely related to each other than to a white American middle-class income group. 14 references.

236

Kuvlesky, William P., and Patella, Victoria M. Degree of ethnicity and aspirations for upward social mobility among Mexican American youth. ***Journal of Vocational Behavior,*** **1(3):231–244, 1971.**

Theoretical statements by Talcott Parsons and others were used as a basis in deriving the hypothesis guiding this effort: that degree of identification with the Mexican-American subculture among adolescents is inversely related to desire for upward social mobility. Data used to test this hypothesis were available from a 1967 study of over 500 Mexican-American high school sophomores from south Texas. Ethnic identification was indicated by an index of the use of Spanish in a variety of situations. Aspiration for intergenerational mobility was measured through cross classification of the respondents' occupational aspirations with the job of the main breadwinner in his family. Comparative analysis of upwardly mobile and nonmobile respondents by ethnicity, socioeconomic status (SES), and sex, and comparison of ethnicity scores by degree of mobility projected for each SES type, did not support the hypothesis. Relevant theoretical implications were drawn and suggestions were provided for future research. 19 references.

237

Kuvlesky, William P.; Wright, David; and Juarez, Rumaldo Z. Status projections and ethnicity: A comparison of Mexican American, Negro,

and Anglo youth. *Journal of Vocational Behavior*, 1(2):137–151, 1971.

A study of ethnic group differences in adolescents' projected frames of status reference is discussed. Utilizing data obtained from Negro, Mexican-American, and Anglo youth residing in non-metropolitan areas of Texas, ethnic comparisons were made by sex on several dimensions of occupational and educational status projections: levels of aspiration and expectation, anticipatory goal deflection, intensity of aspiration, and certainty of expectation. The findings indicated that the three ethnic groups were generally similar, except in reference to status expectations and intensity of aspiration: Negro youth maintained higher level expectations and Mexican-American youth maintained stronger intensity of aspiration. Several other consistent but less substantial patterns of ethnic variability were noted: Mexican-American youth felt least certain of attaining their expectations, Negro youth held higher educational goals, and Anglo youth experienced the least anticipatory deflection. Implications were drawn for theory and future research. 23 references.

238

La Belle, Thomas J. Differential perceptions of elementary school children representing distinct socio-cultural backgrounds. *Journal of Cross-Cultural Psychology*, 2(2):145–156, 1971.

The difference in meaning of ten school-related concepts for 882 fifth grade students representing three socioeconomic status (SES) levels, two ethnic groups, two sex groups, and three levels of achievement is studied through the use of the semantic differential technique. Subjects, 387 Spanish Americans and 495 Anglo-Americans, responded to the following ten concepts: Teachers, School, Reading, Students Who Get Poor Grades, Students Who Get Good Grades, My School Work, Person I Would Like To Be, Following Rules, Me, and Taking Tests. Findings indicate that high achievers do not necessarily perceive school-related concepts more positively, potently, and actively than do middle and low achievers. Anglo and Spanish-American fifth graders perceive school-related concepts more similarly than differently. Middle and high SES level students perceive school-related concepts more positively, potently, and actively than do low SES level students. Females (473) view school-related concepts more positively than do males (445) but males tend to view concepts relating to self-identity more potently and actively. 15 references.

239

Lamb, Emily D. Racial differences in bi-manual dexterity of Latin and American children. *Child Development*, 1(3):204–231, 1930.

A comparative study of racial differences in manual dexterity among Italian-American (IA), Mexican-American (MA), and two Anglo-American (AA) groups is reported. There were 212 children between the ages of 4 and 7, almost evenly distributed among the racial groups. The tests used were: pegboard, Goodenough drawing test, tying of bow, Goddard formboard, nut and bolt, buttoning of belt in back, pegboard colors, threading of needles, motor coordination, picture puzzles, and stringing buttons. Data indicate that 77 percent of the MA's, 60 percent of AA group I, 58 percent of the IA's, and 56 percent of the AA group II had intelligence quotients on the Goodenough drawing test which were the norm. The MA's also ranked highest in eight of the manipulation tests. The MA's were clearly superior to AA children in the quickness and accuracy of manipulation. It appears then that racial groups develop manipulative ability at differential rates. 15 references.

240

Lampkin, Lillian C. Alienation as a coping mechanism: "Out where the action is." In: Pavenstedt, E. *Crises of Family Disorganization.* New York: Behavioral Publications, 1971. pp. 43–50.

The social attitudes of Negro and Puerto Rican children, adolescents, and parents who live in New York's slums are discussed. Parents often accept events and resign themselves to them, even though they would prefer what middle-class standards dictate. The children, however, finding that the public school is alien to their culture, tend to reject it and are mainly responsive to peer group pressures. To such children the school is as much the establishment as is the factory to the young slum resident who needs a job but is unprepared to cope with the factory environment. Thus, there is a growing tendency among the young to use violence to assert themselves, and violence becomes an expression of manhood. Major political, economic, and social changes are necessary: It is no longer possible to reasonably expect results from programs directed at individuals or even at families when the difficulties lie in social systems. 3 references.

241

Lander, Bernard, and Lander, Nathan. A cross-cultural study of narcotic addiction in New York. In: *Rehabilitating the Narcotic Addict.* Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1967. pp. 359–369.

A project is described which was undertaken to provide a comprehensive description and explanation of the social, cultural, and psychological factors related to narcotics use in a predominately Puerto Rican slum block in New York City

This study is being paralleled in a Negro area in Washington, D.C., and a southern white neighborhood in Chicago; the latter areas, however, were selected on the basis of delinquency rather than on a history of drug use. Observers interview resident addicts, nonresident addicts who regularly visit the block, former addicts who have not used narcotics for at least 1 year, users of other drugs such as marihuana and amphetamines, and residents of the block who do not use drugs, especially nonusing siblings of individuals who do use drugs. Data have been compiled on the socioeconomic characteristics of the families residing in the block and on the history and ethnography of the block. Preliminary findings are reported on the distribution and marketing of heroin, the quality and kinds of drugs used, heroin use and sex drive, heroin use and violence, family patterns, the addict society, the personality of the addict, narcotics addiction and the slums, and vocational experience and drug addiction.

242

Langner, Thomas S. Psychophysiological symptoms and the status of women in two Mexican communities. In: Murphy, Jane M., and Leighton, Alexander H., eds. *Approaches to Cross-Cultural Psychiatry*. Ithaca, N.Y.: Cornell University Press, 1965. pp. 360–392.

An examination of psychophysiological symptoms and the status of 302 women in two Mexican communities is presented. Lower, middle- and upper-class women were administered a questionnaire containing items dealing with psychophysiological symptoms which are highly indicative of impairment due to psychoneurotic disorders. Findings indicate: (1) In a community where women's prestige status approaches that of men, women report slightly more symptoms than men. In a community where women's status is low, women report considerably more symptoms than men. (2) The lower the income level, the greater the average number of symptoms reported. (3) Cross-cultural comparisons of symptomatology are difficult to interpret. (4) Women generally report more psychophysiological symptoms than men. (5) Women's attitudes favoring sexual equality are not related to their sexual status or to the number of their symptoms. The women of higher socioeconomic status of Mexico City tend, however, to voice equalitarian attitudes. In general, metropolitan residents tend to report more symptoms than provincial residents who maintain their traditional customs and language. Within Mexico City, the high-income group reports fewer symptoms on the average than the low-income group. 19 references.

243

Langrod, John. Secondary drug use among heroin users. ***International Journal of the Addictions,*** **5(4):611–635, 1970.**

The presence of extensive secondary drug abuse by heroin addicts is a factor in determining eligibility for admittance to treatment programs like methadone maintenance because the methadone blockage successfully eliminates only the heroin craving and high. Interviews with 422 male heroin users in 6 different treatment facilities revealed that 77 percent used marihuana before heroin, with the use of all other drugs occurring after initial heroin use. Over one-third of all addicts surveyed reported having used drugs such as cocaine, amphetamines, and barbiturates, with the mean number of drugs used, other than heroin, reported to be 3.4 per addict. Ethnicity is closely related to both the number and type of secondary drug abuse, with whites being more likely than either Puerto Ricans or blacks to abuse a larger number of secondary drugs more than 6 times. Cocaine was the only secondary drug blacks were more likely to use. Those respondents who reported an abstention from heroin of 3 months or more were more likely to substitute other drugs during the period if they had a prior history of secondary drug use. 28 references.

244

Laosa, Luis M.; Swartz, Jon D.; and Moran, Louis J. Word association structures among Mexican and American children. ***Journal of Social Psychology,*** **85:7–15, 1971.**

Word association structures among Mexican and American children were studied in 408 urban Ss. Both English- and Spanish-speaking children's word association responses were found to have the same factor structure clearly representing the same three idiodynamic associative modes: synonym—superordinate (concept referent set), contrast—coordinate (dimension referent set), and sensory and nonsensory predicates (perceptual referent set). The general hypothesis that these linguistic habits reflect fundamental association structures common to language users thus gains in credibility. The interpretability of these findings in terms of universals in cognition among humans rests upon further cross-cultural research. Analyses of the grammatical variables across the six age-culture groups indicate also the close similarity between the Mexican and U.S. samples. In addition, orthogonal noun and verb-adjective factors in the samples indicate that the paradigmatic shift is not a unitary phenomenon, but rather two separate and independent shifts. 12 references.

245

Laskowitz, David, and Einstein, Stanley. Personality characteristics

of adolescent addicts: Manifest rigidity. ***Corrective Psychiatry and Journal of Social Therapy*****, 9(4):215–218, 1963.**

A large sample of adolescent addicts was studied to determine the frequency with which rigidity occurs as a personality trait. The Metcalf Manifest Rigidity Scale was administered to 126 newly admitted Riverside Hospital patients. No significant sex difference was discovered. However, ethnicity and length of drug use emerge as significant variables, with Puerto Ricans being most rigid, Negroes next, and whites least. Patients involved in drug use for a shorter period of time were significantly more rigid. The findings on rigidity for addicts of different ethnic backgrounds parallel those on authoritarian attitudes. 7 references.

246

Lauria, Jr., Anthony. "Respeto," "Relajo" and interpersonal relations in Puerto Rico. ***Anthropological Quarterly*****, 37(2):53–67, 1964.**

Respeto and *relajo* are discussed as composing a symbolic idiom that serves to integrate Puerto Rican society. The relation of the term *relajo* to the crucial self-property of *respecto* is demonstrated. This includes showing why Puerto Ricans use *relajo* to designate those behaviors to which it refers. It is stated that it is possible to operationalize at least some aspects of the notion of national character by ordering data in such a way as to delineate the kinds of messages which constitute the universal components of the circulation of symbols and self-presentations through a complex society. On the basis of anthropological observations, a uniquely Puerto Rican symbolic idiom (i.e., *respeto* and *relajo*) is postulated. Until additional comparative studies of sufficient rigor are conducted, it is not possible to specify with certainty the degree to which the idiom is unique in Puerto Rican society. 41 references.

247

Lehmann, Stanley. Selected self-help: A study of clients of a community social psychiatry service. ***American Journal of Psychiatry*****, 126 (10):1444–1454, 1970.**

Three community social psychiatric services centers set up to serve a disadvantaged area in New York City are assessed in terms of who used the centers and why. Clients of the centers were interviewed 3 months after their visits and compared with the rest of the community. People in the community with the most problems are most likely to use the centers, and the problems they bring are typical of those in the community. Client families are more apt to be fatherless, newer to the area, lower in occupational level and education, and possess a language handicap if Puerto Rican. The clients came

almost exclusively from within a five-block radius of the centers. It appears then that problems and proximity are the keys to the self-selection of clients. Psychiatric problems are seldom presented, but people with histories of psychiatric illness are much more likely to visit the centers. The neighbor-service centers care for the much larger group of people who can take care of themselves. Most clients get something out of their visit—the psychological support of knowing that the centers are there and willing to help. 13 references.

248

Lesser, Gerald S.; Fifer, Gordon; and Clark, Donald H. Mental abilities of children from different social-class and cultural groups. *Monographs of the Society for Research in Child Development*, 30 (7):1–115, 1965.

An examination of mental abilities in 6- and 7-year-old children from different social classes and cultural backgrounds is presented. The effects of social class and ethnic affiliation, and their interactions, upon the level of each mental ability are considered singly, and the pattern among mental abilities is considered. Four mental abilities (verbal, reasoning, number facility, and space conceptualization) were studied in 320 first grade children from four ethnic groups (Chinese, Jewish, Negro, and Puerto Rican) with each group divided into middle-class and lower-class groups. A four-by-four-by-two analysis of covariance was employed. The major findings were as follows: 1) Differences in social class placement do produce significant differences in the absolute level of each mental ability but do not produce significant differences in the patterns among these abilities. 2) Differences in ethnic group membership do produce significant differences in both the absolute level of each mental ability and the patterns among these abilities. 3) Social class and ethnicity do interact to affect the absolute level of each mental ability but do not interact to affect the patterns among these abilities. It was also found that middle-class children are significantly superior to lower-class children in all the scales and subtests. Discussions are presented on: ethnic group effects upon mental abilities; sex differences; the interaction of social class and ethnicity. It was concluded that social class and ethnic group membership and their interaction have strong effects upon the level of each of the four mental abilities. It seems that different social classes and ethnic groups do differ in their relative standing on different functions. However, the ethnic groups do foster the development of a different pattern of abilities, while social class differences do not modify the basic organization associated with ethnic group conditions.

249

Lewis, Hilda P., and Lewis, Edward R. Written language performance of sixth-grade children of low socio-economic status from bilingual and monolingual backgrounds. ***Journal of Experimental Education,*** **33 (3):237–242, 1965.**

Differences in written language performance of 114 subjects (61 boys, 53 girls) in a monolingual group and 98 subjects (55 boys, 43 girls) in a bilingual group are presented. Chinese bilinguals (CB) numbered 56 (30 boys, 26 girls), and the Spanish bilinguals (SB) totaled 42 (25 boys, 17 girls). A sample of each subject's written language was obtained under uniform conditions where a stimulus was provided in the form of a silent film entitled "Neighbors." Immediately thereafter subjects were given 20 minutes to write a composition about the film. A comparison of written language performance of subjects matched by IQ and similar scholastic background revealed that for CB females the incidence of misspelled words is significantly lower and the incidence of grammatical errors is significantly higher. Significant sex differences in written language performance favoring the girls in the monolingual and CB groups disappear when groups are matched by IQ. The relationship between the extent of bilingual background and the written language performance is slight in all groups. It is concluded that bilingualism did not appear to have an adverse effect upon the written language performance of the subjects. No references.

250

Linn, George B. Linguistic functions of bilingual Mexican-American children. ***Journal of Genetic Psychology,*** **3(2):183–193, 1967.**

Monolingual English-speaking Anglo-American and Mexican-American children are compared with Spanish-English bilingual Mexican Americans on certain linguistic functions. The groups were seventh and eighth grade students matched in nonlanguage, IQ, chronological age, grade, sex, and socioeconomic status. Various measures were used to obtain data regarding the linguistic functioning of the subjects. Findings indicate that there were no significant differences among the groups in silent reading vocabulary, total silent reading, spelling, or phonetic discrimination. There are significant differences in favor of the monolingual subjects, both Mexican American and Anglo-American, in silent reading comprehension, oral reading accuracy and comprehension, inflection, and general language development. The monolingual subjects made fewer errors in consonant articulation. In the acoustic measurements of certain vowels, the bilingual Mexican-American subjects differ significantly from the other groups. The monolingual Mexican-Americans differ from other groups in the measurement of

certain vowels. Educational and research implications of the findings are provided. 12 references.

251

Lubchansky, Isaac; Ergi, Gladys; and Stokes, Janet. Puerto Rican spiritualists view mental illness: The faith healer as a paraprofessional. *American Journal of Psychiatry*, 127(3):312–321, 1970.

An examination of the attitudes and beliefs about mental illness of 20 Puerto Rican faith healers in New York City is presented. Twenty presidents of Puerto Rican spiritualist temples in the Bronx were interviewed using a semistructured interview that focused on attitudes toward mental illness and the mentally ill. For comparison, a sample of Spanish-speaking community leaders and a probability sample that provided a cross section of male Puerto Ricans and their wives were used. Data indicate that Puerto Rican spiritualists have a broader view of the range of mental illness than do community leaders and the cross section. Spiritualists tend to recommend their own services more frequently than those of other professionals. None of the spiritualists interviewed had completed high school, whereas 34 percent of the Puerto Rican cross section respondents had. Spiritualists described episodes of severe mental stress that they had undergone and the insight resulting from such experiences differentiates them from most cross section respondents. In addition, spiritualists have highly idiosyncratic conceptions of mental illness. They are oriented toward the possibility of change in the illness over time and to the possibility of intervention and the avoidance of chronicity. Case reports are presented to illustrate how spiritualists handle their cases. Spiritualists seem to approach a psychiatric mode of thinking to a considerably greater degree than other healers. In practice there are similarities between professional psychiatric treatment and spiritualists. 25 references.

252

Lurie, Hugh J., and Lawrence, George L. Communication problems between rural Mexican-American patients and their physicians: Description of a solution. *American Journal of Orthopsychiatry*, 42(5): 777–783, 1972.

The loyalty that older Mexican Americans (MAs) have to Mexico, which is shown by returning to Mexico in case of serious illness and by a reluctance of many MAs to reveal their possible deficiencies in English, is discussed. The individualistic lifestyle of physicians, seen in their manner of dress and conduct, is also a point of conflict between MAs and physicians. Conflict is also created when MA males are attended by women nurses and through the reluctance of MA males to leave the examining

room during obstetrical and urogenital examinations of their wives. The limited attention given by physicians to hospitalized MA patients is often misinterpreted as lack of interest and perhaps as prejudice. This coupled with frequent visiting of the patient's family often leads to hostility between the patient and physican, resulting in the patient's leaving the hospital against medical advice. Another difficulty is the MA's hesitancy to consult a physician about emotional problems. These are usually reserved for discussion with family or priest. To bridge the gap between cultural and language differences, a group of physicians in the Yakima Valley in Washington State have enlisted the services of a MA translator-nurse. The roles of the translator-nurse are: (a) to assist the patients in understanding the treatment plan, (b) to serve as a translator during physical examinations, (c) to lessen the husband's concern about his wife's obstetrical or urogenital examination and to facilitate the physician's examination, (d) to prepare the patient and family for hospitalization or possible surgical procedures, and (e) to arrange payment for medical services. 4 references.

253

Maccoby, Michael. On Mexican national character. In: Wagner, Nathaniel N., and Haug, Marsha J., eds. *Chicanos: Social and Psychological Perspectives*. Saint Louis: C. V. Mosby Company, 1971. pp. 97–108.

Mexican authors have limited their description of the Mexican national character to the *mestizo* population of the central plateau. Their analyses are overburdened with a self-denigrative view of Mexican national character, stressing inferiority feelings stamped by the Conquest. More recently, Mexican psychoanalysts have focused on the Conquest and subsequent revolutionary upheavals as generators of conflict between the sexes, which they see as the most crucial determinant of Mexican psychopathology. The Mexican male tries to impose a patriarchal ideal, but he is constantly undermined by resentful women. Attempting to act with an authority he does not feel, the male assumes an exaggerated role of masculinity (machismo), but the female, especially the mother, holds the real power in the family. Although empirical study confirms the existence of this pattern, it also shows that these writers ignore the large percentage of Mexicans who are well adapted to their society and have character traits common to peasants throughout the world. Furthermore, socioeconomic factors which contribute to maladaptive character structures are underplayed. In Mexico, the clash between high ideals and the reality of a developing society intensifies feelings of inferiority with the result that Mexicans undervalue their creative aspects and the progress they have

made since the semifeudal society crumbled with the 1910 Revolution. 26 references.

254

Maccoby, Michael; Modiano, Nancy; and Lander, Patricia. Games and social character in a Mexican village. ***Psychiatry,*** **27(2):150–162, 1964.**

In an effort to understand how social character is formed in a Mexican village, beliefs and attitudes expressed and reinforced through play are analyzed. The three methods used to investigate games were by observations, questionnaires, and by the introduction of new games. The results are analyzed in terms of age, sex, and cultural differences in games played. The age variable shows that as the child grows up, he proceeds from dramatic play, to central-person games, to team sports. The central-person games differ significantly in content from the way they are played in industrial societies. The team sports are innovations played only by particular villagers. The central-person games of boys lack structure, they are more violent and they conceive of authority only as an irrational punishing force. Girls' games usually demand a circle; they are more structured and orderly than those played by boys. The girls take turns being leader, the nonleader participants accept authority by neither rebeling nor fleeing from the situation. The content of most games for girls refers to danger from the male world. In the Mexican village studied, both games and social character reflect conservation, authority relations branded by the feudal past and semifeudal present, and the distrust of all individualism as a threat to the status quo. In relation to the new game introduced, both boys and girls distorted the game to conform to their attitudes toward authority and to the formal structure of the central-person games they normally play. Thus it appears that new games will not reform character and society, but they do support the process of culture change. 21 references.

255

MacPherson, David P. The role of new careerists. ***Youth Authority Quarterly,*** **23(3):31–35, 1970.**

One of the largest new careers programs in any correctional agency is administered by the Los Angeles County Probation Department, and since its inception in 1965 it is changing the face of probation. Almost 100 aides from the neighborhood adult participation project were transferred to work in permanent new careers positions within the civil service system as community workers. They perform a wide variety of functions and tasks, from transporting children and families to juvenile court to more complex responsibilities, serving as co-leader with the

professional probation officer in family or peer group counseling sessions. The fact that many of the new careerists are themselves exoffenders contributes to their ability to relate effectively with probation clients. Moreover, a special manpower program in the Mexican-American community of Los Angeles has provided a much needed manpower resource to the department. All of this promising work in recruiting, selecting, training, assigning, and coordinating the work of the new careerists is the responsibility of a small group of professional staff in the manpower development unit.

256

Madsen, Millard C., and Shapira, Ariella. Cooperative and competitive behavior of urban Afro-American, Anglo-American, Mexican-American village children. ***Developmental Psychology*****, 3(1):16–20, 1970.**

Children of three ethnic groups equally represented with 48 subjects, 24 of each sex of ages 7 to 9, participated in three experiments on the cooperation board developed by Madsen. In Experiment I, Mexican-American (MA) males are found to be less competitive than MA females and Afro-American and Anglo-Americans of both sexes. In Experiment II, all three ethnic groups behaved in a highly competitive manner. In Experiment III, a sample of 40 Mexican village children ages 7 to 9 behaved cooperatively while subjects from Experiments I and II behaved in a nonadaptive manner. The results in Experiment III indicate a dramatic difference between the United States and Mexican village children. The often aggressive, wild shouting matches among children in the United States are in total contrast to the rather slow, quiet, and deliberately cooperative behavior of the Mexican children. It is noted that in an earlier study urban children in Mexico perform on the cooperation board in much the same manner as the competitive groups in the United States. The cooperative behavior of Mexican village children represents a specific subcultural rather than a broad, nationalistic characteristic. 5 references.

257

Madsen, William. ***Society and Health in the Lower Rio Grande Valley.*** **Austin, Tex.: Hogg Foundation for Mental Health, 1961. 36 pp.**

An investigation of the folk customs, social organization, medical practices, and beliefs of the Mexican (MA) in south Texas throws considerable light upon the problems of mental health and illness. Improvement of health facilities and practices presents the twofold problem of gaining MA acceptance of scientific medicine without disrupting the social organization and creating unnecessary tension. Specific recommendations for an integrated

program of health service among the MA population are listed as follows: Improve communication between health workers and MA patients by making a concerted effort to overcome the language barrier; increase knowledge and understanding of MA folk culture among health and welfare personnel; improve the physical appearance of the clinics, making them more attractive to MA's so that they will associate modern health services with pleasant surroundings. Treat illness in addition to the practice of preventive medicine at those clinics where it is possible. Show respect for MA beliefs about health instead of ridiculing them as "superstitious." Combat the notion that clinic patients are accepting charity. Establish friendly doctor-patient and nurse-patient relationships in place of the authoritarian relationship that now exists. Deal with the family as well as the patient. Protect the MA patient's strong sense of modesty. Publicize the advantages of scientific medicine, add a MA bilingual interviewer to the staff at each clinic or hospital, and improve relations between medical personnel and *curanderos*. No references.

258

Madsen, William. The alcoholic agringado. *American Anthropologist*, 66(2):355–361, 1964.

A sociocultural environment which tends to produce a high proportion of problem drinkers among the *agringados* (an acculturated Mexican American) of south Texas is analyzed. The analysis is based on data collected by the research staff of the Hidalgo Project on Differential Culture Change and Mental Health. The cultural setting of the *agringado* involves value conflicts resulting in loss of identity and community—a loss which seems to be conducive to alcoholism. This is particularly true when the individual has been exposed to the tradition that alcohol may function as an escape mechanism. It is possible that in many of these alcoholics there is either a conscious or an unconscious realization that the means are lacking to achieve desired goals. The alcoholic personality frequently lacks integration and a rational orientation to social reality. Any therapy that is concerned with alcoholics who have value conflicts with cross-culture references must take into account the sociocultural variables involved. Unfortunately, such therapy rarely exists for the conservative Mexican American or the *agringado*. 1 reference.

259

Madsen, William. Value conflicts and folk psychiatry in South Texas. In: Kiev, Ari, ed. *Magic, Faith and Healing*. New York: Free Press, 1964. pp. 420–440.

The ethnocentric orientation of modern medicine and psychiatry

has impeded the acculturation of the Mexican-American (MA) population in south Texas. The intolerance of medical science toward other curing traditions has hindered its acceptance in folk societies. It has also retarded medical recognition of the actual therapeutic value of many folk curing techniques. Hidalgo County registers a high percentage MA population (75 percent), which is mostly of lower socioeconomic status. An increased rate of acculturation has resulted in a threat to MA social and cultural traditions, which has produced psychological stress and high levels of anxiety. While one might expect to find a heavy reliance by MA's on medical psychiatric resources, most MA's seek the services of the *curandero*, or folk curer. The high degree of success in treating MA patients by *curanderos* is examined. Six case studies provide illustration of the culture conflict and value conflict encountered in the process of acculturation. The inability of a psychiatrist or physician to communicate linguistically or culturally to the MA group is discussed. Folk psychiatry is successful where established psychotherapeutic techniques have failed. Each success of a *curandero* and of home treatment reinforces faith in *curanderismo*. Despite numerous attempts to accelerate Anglicization of the MA, *curanderismo* seems assured of continued adherence. This persistence testifies to its meaningfulness in the Latin world view and social structure, and its actual medical effectiveness in the area of psychotherapy. Acceptance of Anglo medical philosophy is moderate because of its practitioner's attitude toward Latin belief and the failure to comprehend the nature of MA culture and personality. 11 references.

260

Madsen, William. Anxiety and witchcraft in Mexican American acculturation. *Anthropology Quarterly*, 39(2):110–127, 1966.

The prevalence of witchcraft fear appears to be one index of the emotional stress accompanying acculturation among the Mexican Americans (MA) in south Texas. Analysis of three case studies, involving individuals of varying degrees of acculturation in Hidalgo County, indicates that witchcraft belief performs the following functions: (1) It provides social sanctions against the adoption of Anglo values, goals, and behavioral patterns which threaten cohesion of MA folk society. (2) It provides the deviant member of the folk society with a socially accepted explanation for his failure to uphold the standards of La Raza. (3) It provides the *Inglesado* (Anglicized MA) with a rationalization for his failure in the Anglo world and a means of reentry into folk society. These interpretations are restated in terms of dissonance theory. Cognitive dissonance arises when the MA pursues the Anglo goals of economic advancement, conspicuous consumption, and

self-betterment without references to family or folk tradition. The dissonance between Anglicized behavior and MA values produces anxiety and a fear of retaliation by witchcraft. Dissonance is reduced when the deviant member changes his behavior to conform with traditional MA concepts of propriety or when a rationalization for psychic stress can be found in the Latin theory of witchcraft. Further reduction of dissonance is achieved by seeking the social support which accompanies treatment for bewitchment by a folk curer. By admitting belief in witchcraft and consulting a *curandero*, the individual exhibits behavior consonant with MA values. 9 references.

261

Mahakian, Charles. Measuring intelligence and reading capacity of Spanish-speaking children. *Elementary School Journal*, 39(10): 760–768, 1939.

Intelligence tests were administered to Spanish-speaking children for the purpose of determining their validity, and to discover the grade in which English becomes the dominant language for these children. The Otis Group Intelligence Scale and the Durrell-Sullivan Reading Capacity Test were administered to 210 students in Spanish and in English using a counterbalance design. The findings show that in the primary and atypical grades the average pupil scored 7.6 points higher in the Spanish intelligence test. The comprehension of the Spanish vocabulary is significantly greater in the fourth to seventh grades. English is found to be the dominant language, as far as understanding of paragraphs, from the fifth grade on. The total score in reading capacity favors Spanish in the fourth to the seventh grades. These findings point to the following conclusions and recommendations: (1) Intelligence tests administered in English to Spanish-speaking children are not valid in the first three grades and in atypical classes and should not be used as a means of comparison between English-speaking and Spanish-speaking children. (2) There should be no rigid classification based on intelligence quotient. (3) Oral language should be used extensively with the objective of increasing the English vocabulary. (4) Native traits and culture should be assimilated with American culture as a means of enriching the vocabulary. (5) Instruction in formal reading should be postponed until the pupil has an adequate understanding of the English language. (6) Schools with large proportions of bilingual pupils should have special testing programs. (7) Only teachers with an understanding of a bilingual group should be employed in schools with predominantly bilingual children. 2 references.

262

Maldonado-Sierra, Eduardo D. A group method for training Puerto Rican psychiatric residents. *Psychiatric Quarterly Supplement*, 36(1):35–43, 1962.

A group method used to clarify unconscious attitudes toward authority and to facilitate individual knowledge of psychiatric concepts with eight Puerto Rican psychiatric residents is reported. Subjects met with a group leader once a week for a 1½-hour session for a period of a year. The concept of "unearned authority" (the decisions and regulations to which the individual must conform without any voice in the decision-making process) was dramatized grotesquely by the behavior of the first session's leader, who would speak in a loud voice, pound the table, assert authority, and demand conformity. Each session thereafter was summarized without referring back to the record for content and process. Verbalizations of symptoms, indications of anxiety and its manifestations, unconscious behavior, and defense mechanisms were observed and explained in the sessions. The formation of the group's ego and its evolution was observed and encouraged by the leader. The method, procedure, and goals of the group were not to be exposed until the residents achieved conscious awareness of the processes involved. A radical change in the subjects' perceptions and relations concerning the leader of the group was noted. A two-part evaluation consisting of a 5-item open interview and a content analysis of the first and last three sessions indicates that the purpose of the group experience is basically didactic in nature. No references.

263

Maldonado-Sierra, Eduardo D., and Trent, Richard D. The sibling relationship in group psychotherapy with Puerto Rican schizophrenics. *American Journal of Psychiatry*, 117(3):239–244, 1960.

The three major objectives proposed are: (1) to outline the rationale for the inclusion of the sibling as a member of the therapy team; (2) to describe the major maneuvers of the sibling in the teamwork; and (3) to suggest that the use of the sibling relationship may be a valuable feature of therapy for Puerto Rican and other Latin American schizophrenics. A detailed description of Puerto Rican family dynamics is presented. It is believed that children develop unconscious resentment toward male authority figures because of the dominant and authoritarian role that the Puerto Rican father exercises. Thus when the children face a personal problem they will tend to relate in a more spontaneous and confidential manner with an older sibling or peer than with paternal figures. A psychiatric resident who represents an older sibling en-

gages in play activities with the patients for 3 to 4 weeks. Activities include games, close-contact sports, picnics, swimming, trips off the hospital grounds, etc. The goals are: (1) to get closer to the patients to establish contact and communication; (2) to gain some insight into the unconscious of the patients so that the resident may later act as their spokesman or alter-ego; and (3) to be able to introduce the parents into the therapy group in a way consistent with the traditional paternal and maternal roles of this culture. This psychotherapeutic process using the Puerto Rican family phenomenon (the closeness of siblings) is made more culturally relevant for schizophrenics of Latin descent. 41 references.

264

Maldonado-Sierra, Eduardo D.; Trent, Richard D.; and Fernandez-Marina, Ramon. Neurosis and traditional family beliefs. *International Journal of Social Psychiatry*, 6(3,4):237–246, 1960.

An experimental test of a hypothesis, previously corroborated with Mexican subjects, of the relationship between the acceptance of traditional Latin American family beliefs and psychopathology among 48 Puerto Rican subjects is reported. Sixteen subjects in the experimental group were suffering from neurotic disorders and 32 subjects in the control group were mentally healthier. Subjects were matched on the basis of 11 criteria which were predicated to be closely related to the acceptance of a family belief system. An adjective check-list was employed to differentiate between healthy and neurotic subjects. Traditional Latin American family beliefs were operationally defined in terms of the subjects' responses to a 32-item subscale. The main finding of the study is that the Puerto Rican nonneurotics are significantly more accepting of traditional Latin American family beliefs than are the Puerto Rican neurotics. The converse results between Mexican and Puerto Rican subjects may be attributable to sample selection procedures, to variations in the process of sociocultural changes occurring with two cultures, and to the kinds of ego defenses which have developed to cope with accelerated societal change. 25 references.

265

Maldonado-Sierra, E. D.; Trent, R. D.; Fernandez-Marina, R.; Flores-Gallardo, A.; Vigoreaux-Rivera, J.; and de Colon, L. S. Cultural factors in the group psychotherapeutic process for Puerto Rican schizophrenics. *International Journal of Group Psychotherapy*, 10(4):373–382, 1960.

This study reports a preliminary investigation on intensive

group psychotherapy with regressed male Puerto Rican schizophrenics employing an "adapted" group psychotherapeutic method which is more culturally relevant for Puerto Ricans. Certain features of the traditional childrearing patterns of the patients' families, as well as specific characteristics of schizophrenic reactions in this cultural milieu, are explored and incorporated into the adapted psychotherapeutic process. The adapted group treatment method is differentiated from the traditional group psychotherapy method by: (1) greater emphasis upon the creation of a therapy team representing the significant members of a healthy family—the father, the mother, and the older brother; (2) greater emphasis upon the clarification of the patients' blurred perceptions of others as the main task of the therapy team; and (3) emphasis upon the sibling figure, and the clarification of the roles of mother and father through interactions and transactions between healthy sibling figures and the patients, who represent younger dependent figures. The principle of the sibling relationship may be more significant than has been previously assumed by therapists. The emphasis upon the sibling figure's therapeutic values is relevant and consistent with family experiences of the Puerto Rican. Children tend to confide in their peers more than their parents, and this supports the principle of stressing the therapeutic value of the sibling relationship. 22 references.

266

Mallory, Sadie Grimmett. Effect of stimulus presentation on free recall of reflective and impulsive Mexican-American children. ***Journal of Psychology,*** **76(2):193–198, 1970.**

The effect of tactual and auditory integration of free learning combined with the independent variable of reflectivity-impulsivity is studied. The subjects were 38 second graders who were divided into a reflective group of 10 males and nine females and an impulsive group with 11 males and eight females. Subjects were then randomly assigned to auditory or audiotactual stimulation conditions. For both conditions a list of 12 nouns containing six conceptually-related words were scored in the order in which words were recalled. It is found that audiotactual stimulation results in significantly better recall for total words, concept words, and clustering. Auditory stimulation results in more intrusive errors. Since many of the errors could be accounted for, it is suggested that audiotactual stimulation induces greater attending behavior during free recall test presentation. 8 references.

267

Malzberg, Benjamin. Mental disease among the Puerto Ricans in New

York City, 1949–1951. *Journal of Nervous and Mental Disease*, 123 (3):262–269, 1956.

An examination of mental disease among Puerto Ricans in New York from 1949 to 1951 reveals an extremely high rate of incidence. The Puerto Rican migration to New York City has grown to considerable proportions and has been influenced very largely by economic and language factors. As a result of the combination of such factors, Puerto Ricans have been segregated to a high degree in areas which are substandard with respect to housing and health. Statistics show that Puerto Ricans admitted to mental hospitals in New York City have an average annual rate of 157.1 per 100,000 as opposed to 144.5 for the remainder of the population in New York City. This discrepancy is enhanced even further (239.3 for Puerto Ricans and 185.5 for the others) when the Puerto Rican population is compared on an equivalent basis of age and sex proportions with the New York City population. The Puerto Rican population admitted to the hospitals is characterized in high proportion by dementia praecox and in unduly low proportion by psychoses of old age due to the fact that the concentration is at younger age levels. The higher rate of first admissions to mental hospitals among Puerto Ricans is associated with lower standards of living and with a biased migratory sample from the total population. Mental disease is expected to rise to approximately 100 per 1,000 in the near future for the Puerto Rican population. In short, a person of Puerto Rican origin has a greater probability of developing a mental disease during a lifetime than an average member of the entire population. 5 references.

268

Malzberg, Benjamin. *Mental Disease Among the Puerto Rican Population of New York State* 1960–1961. Albany: Research Foundation for Mental Hygiene, Inc., 1965. 91 pp.

The incidence of mental disease among Puerto Ricans in the State of New York from 1960 to 1961 is examined. A brief history accounting for the migration of the Puerto Rican to the continental United States and for some of the barriers which impede his social and economic advancement is presented. It is shown that his mental health is associated with his social condition. Statistics show that Puerto Rican males from 1960 to 1961 have a higher standardized rate of first admissions than non-Puerto Ricans in the following mental disorders: (1) dementia praecox, (2) general paresis, (3) alcoholic psychoses, (4) psychoses with cerebral arteriosclerosis, (5) senile psychoses, and (6) involutional psychoses. The only major mental disorder for which Puerto Ricans rated lower than non-Puerto Ricans is manic-depressive psychoses. Female Puerto

Ricans had lower rates of general paresis, alcoholic psychoses and manic-depression than non-Puerto Rican females. There are no data that suggest that the high incidence of mental disease among Puerto Ricans is a consequence of genetic handicaps. However, there are data that show this ethnic group to differ with respect to social characteristics. Clearly the Puerto Rican migrants to the United States have marked handicaps with respect to educational level, occupational and economic status. These handicaps result in segregating Puerto Ricans in substandard areas which offer serious impediments to the attainment of good physical and mental health. 8 references.

269

Manaster, Guy J., and Ahumada, Isa. Cultural values in Latin and North American cities. *Journal of Cross-Cultural Psychology*, 2(2): 197–202, 1971.

A comparison of the cultural values of 13- and 16-year-old upper-lower and upper-middle-class adolescents in Buenos Aires (BA) and Chicago (C) with an equivalent sample of youths from San Juan (SJ), Puerto Rico, is presented. The Uses Test, which is composed of 50 items, measured the cultural values of the SJ group. The response of each item was scored by placing it in one of the following categories: Instrumental, Benevolent, Malevolent, Hedonistic, Esthetic, Religious, Status, and Intellectual. The three-country samples produced the same rank-order of means of response categories. Data indicate that the SJ group is significantly higher than the other two groups in Instrumental and Malevolent responses, while the C group gives more Status and Esthetic responses. The lowest means are in the Intellectual and Religious response categories where no difference exists between the three countries. The SJ group is the lowest of all groups on Hedonistic and Benevolent responses. The SJ sample does not fit into either pattern used to describe the other groups. Rather, the SJ sample is said to exhibit a highly instrumental and also a somewhat negative personal, subjective orientation. It is concluded that the SJ groups orientation appears to be at a midpoint between the cultural orientations of North and South America. 2 references.

270

Manfold, Margaret M. *La Causa Chicano: The Movement for Justice*. New York: Family Service Association of America, 1972. pp. 218.

The intent of this book is to present information about Chicanos to social workers and members of other helping professions. Half of the 17 chapters appeared earlier in a special issue

of the *Social Casework* published in May 1971. The book presents the viewpoints of Chicano authors engaged in education, law, psychology, and social work. The articles can be categorized into several major divisions: (1) Social change and social services as they affect Chicanos; (2) Cultural perspectives for an understanding of the Chicano family structure; (3) The portrayal of Chicanos by the mass media; and (4) Psychological considerations in understanding the Chicano. Each of the chapters communicates the concern of the Chicano family to the non-Chicano. The overall purpose of the book is to show that the Chicano exists with certain unique characteristics that must be understood before adequate social service can be planned.

271

Manuel, H. T. A comparison of Spanish-speaking and English-speaking children in reading and arithmetic. *Journal of Applied Psychology*, 19(1):189–202, 1935.

The New Stanford Reading and Arithmetic Tests were given in the fall and spring to Spanish-speaking (SS) and English-speaking (ES) children in grades two to eight in a number of schools of the Lower Rio Grande Valley in Texas. Findings from the fall tests reveal: the SS pupils are from 1.6 years to 2.9 years older than the ES pupils; the SS children are on the average about a year lower in reading than in arithmetic. This condition is interpreted as evidence of a serious and persistent language handicap; the average score of the SS pupil is greater than that of the ES child only in the second grade in both reading and arithmetic. The fall tests indicate that the SS children gain on the average less than the ES children in reading and arithmetic. The variability of scores in both the SS and ES group is large. There is evidence of a positive relationship between socioeconomic level and achievement in reading and arithmetic. It is concluded that the presence of the low achievement of SS children in Anglo-American schools indicates they suffer a serious and persistent language handicap as high as the eighth grade. No references.

272

Manuel, H. T. Physical measurements of Mexican children in American schools. *Child Development*, 5(3):237–252, 1935.

A report of measures of height, weight, width of shoulders, width of hips, depth of chest, and arm girth of Mexican school children in Laredo and El Paso, Texas, is presented. On a measure of skin color with 1,863 boys, ages 5 to 17, 18.7 percent are classified as light, 40.3 percent as medium, and 41 percent as dark. Of 1,815 girls of the same ages, 25.3 percent are classi-

fied as light, 36.7 percent as medium, and 38 percent as dark. Both males and females of darkest complexion show a tendency to be a little smaller in all physical measurements than those of lighter color except in the depth of chest measurement. The average difference, however, at age levels 7 to 14 is less than an inch, a pound, or a centimeter in measurement. The heights and weights of Mexican children from the United States correspond closely to those reported from Mexico. In general, Mexican males from Mexico weigh less than Mexican children in the United States while Mexican females from Mexico are heavier. Compared with Anglo-American children, Mexican males between the ages of 6 to 14 and females between 6 to 12 years are approximately 2 inches shorter, age for age, and approximately 4 to 7 pounds lighter. It is suggested that Mexican boys and girls mature somewhat earlier than the Anglo-American children. 5 references.

273

Manuel, H. T., and Hughes, Lois S. The intelligence and drawing ability of young Mexican children. ***Journal of Applied Psychology,*** **16(4):382–387, 1932.**

The Goodenough Intelligence Test (GIT) was administered to 440 Mexican and 396 non-Mexican children for a comparison of intelligence and drawing ability. The drawings were selected by a sampling process from about twelve thousand in the first four grades of the San Antonio public schools. The conclusion indicates that intelligence and drawing ability are closely related insofar as they are measured by the GIT. However, this relation decreases with advance in school grade. Perhaps the factors which differentiate talent in drawing are less obvious in the first grade than they are in later years. An age-grade examination of the Mexican children shows that they are seriously retarded. In general, the average ability of the Mexican children both in intelligence and in drawing compares favorably, *grade for grade,* with that of the other children. A comparison *by ages,* however, is less favorable. Lower scores both in drawing and in intelligence are shown at each age level (7-10) for the Mexican children. The belief that Mexican children are gifted in drawing and handwork is not supported by a comparison of the scores at any age level. It may be that the apparent talent of Mexican children in drawing is more a matter of training and interest or that the test used in this study is not a suitable one to reveal this ability. 3 references.

274

Manuel, H. T., and Wright, Carrie E. The language difficulty of Mexican children. ***Journal of Genetic Psychology,*** **36(3):458–466, 1929.**

The language handicap problem of Spanish-American (SA) pupils is approached by testing the relative ability of students in both English and Spanish. Forms A and B of the Paragraph Meaning test of the Stanford Achievement Reading Examination were translated into Spanish. Two of the four tests were given in various combinations to 669 high school students and 207 college students. Of the 876 students, 168 (19 percent) spoke Spanish as their native language. Results show that: (1) English-speaking students score higher on the English test than do the SA students. (2) English-speaking students achieve higher scores on the English test than they do on the Spanish test. (3) The Spanish reading test reveals a wide range of abilities between the English-speaking and SA students. (4) SA students, as a rule, have higher ratings on the Spanish tests than do native speakers of English. (5) Slightly more than half of the SA students achieve scores on the English test having a higher numerical value than their scores on the Spanish test. These results, however, cannot be easily interpreted because of the unknown relative difficulty of the English and Spanish tests. If the English and Spanish tests are of equal difficulty then the findings can be interpreted as suggestive of (a) a difference of native ability between the two groups or (b) a dual language handicap on the part of the SA students. On the other hand, if SA's have greater ability to read in Spanish, then the translation of the tests has failed to yield tests of equal difficulty in both languages. 4 references.

275

Marin, Rosa C. A comprehensive program for multi-problem families —Report on a four-year controlled experiment. *Caribbean Studies*, 9(2):67–80, 1969.

In an effort to explore the dynamics of family crisis, juvenile delinquency, and motives for behavior among multi-problem Puerto Rican families, 240 active welfare recipients were studied. The families were divided into two major groups. The experimental group of 120 families were aided by various family centered social work treatment techniques. The control group of families continued as before receiving the regular services they had been given by the public welfare agency. To assess the effects of the family centered social work program, numerous questionnaires were administered by means of interviews to various members of the families. The Thematic Apperception Test was also administered to the 120 heads of the households in the experimental group. Analyses of data for the 120 families in the experimental group showed that at the termination of the program 11.7 percent of the families showed deterioration, 31.7 percent showed no change, 30.8 percent indicated a slight positive change, and 25.8 percent showed evidence of substantial

positive change. Problems in analyzing family functioning are discussed and further research on the Puerto Rican family is recommended. 7 references.

276

Martinez, Cervando, and Martin, Harry W. Folk diseases among urban Mexican-Americans. *Journal of the American Medical Association.* 196(2):161–164, 1966.

The results of an exploratory study designed to determine the extent of knowledge about disease concepts (*mal ojo, empacho, susto, caida de mollera,* and *mal puesto*) among 75 Mexican-American (MA) housewives and to obtain a detailed account of beliefs about etiology, symptomatology, and modes of treatment are presented. The age of the subjects ranged from 18 to 84 years of age with a median of 39 years of age and a median of 6 years of education. Subjects were interviewed in their homes. More than 97 percent of the subjects interviewed knew about each of the five diseases, 85 percent had some specific knowledge about symptoms and etiology of the *males,* except for *mal puesto,* and only two-thirds were able to give information in the etiology and symptoms of the disease. Eighty-five percent of the subjects reported therapeutic measures for all the *males* except for *mal puesto,* but only one-third could admit knowledge about its treatment. All but 5 percent of the subjects reported one or more instances of these illnesses in themselves, a family member, or in acquaintances. Reports of occurrence of the *males* in immediate family members were employed as an index of belief in folk maladies; no relationship appeared between this index and such characteristics as age, education, or place of birth. Discussions of the treatment for the five diseases and the utilization of folk healers and physicians are presented. The findings provide additional evidence that belief in folk illnesses and the use of folk healers continue to be widespread among urbanized MAs. Participation in the system of folk beliefs and curative practices by no means precludes reliance upon physicians and the use of medical services, for health problems are not defined by folk concepts. Thus, many MAs participate in two insular systems of health beliefs and health care. Discussion of the implications is presented. 6 references.

277

Martinez, Thomas M. Advertising and racism: The case of the Mexican American. *El Grito,* 2(3):3–13, 1969.

An examination of the advertising in American society reveals racist implications of mass media, especially regarding the Mexicans and Mexican Americans. Exaggerated Mexican racial and cultural characteristics, together with some outright mis-

conceptions concerning their way of life, symbolically suggest to the audience that such people are comical, lazy, and thieving. The consequence is, of course, that the ethnic group is perceived as "naturally inferior." Not only are advertisers exhibiting racist thinking at the expense of everyone of Mexican descent, but they are also creating, in many cases, unfavorable racial and cultural stereotypes in minds that previously did not harbor them. Since advertisements are commonly perceived as products of the advertising agency, there might be the tendency to attribute the bulk of the blame for creating and supporting racist notions to the agencies rather than the advertiser. However, the complexity of the situation does not warrant a simple explanation. Searching for the most logical answer, the logic of illogical prejudice on the part of the corporations and advertising agencies is glaring. 8 references.

278

Mason, Evelyn P. Comparison of personality characteristics of junior high students from American Indian, Mexican, and Caucasian ethnic backgrounds. ***Journal of Social Psychology,*** **73(2):145–155, 1967.**

A comparative analysis on ethnic differences in personality characteristics is presented. The California Psychological Inventory (CPI) was administered to 49 culturally disadvantaged junior high students participating in a summer educational enrichment program. The participant group included 26 American Indians (13 boys and 13 girls), 13 Caucasians (6 boys and 7 girls), and 10 Mexican Americans (5 boys and 5 girls). Analyzed data showed that females, though evidencing specific ethnic differences ordered with the Mexican lowest and the Caucasian highest, responded in a consistently negative pattern across the 18 subtests. Ethnic group differences for males indicated that the Mexican and Indian had lower social presence than the Caucasian. Further, flexibility scores for the Mexican male were lower than for the Caucasian or Indian, but higher on social responsibility, tolerance, and intellectual efficiency. The girls' consistently negative responses can be attributed to earlier maturing; they accepted their role in life with passivity and with little expectation for change. In contrast to the Mexican families, the considerable family disorganization found in both the Caucasian and Indian groups seemed related to their lower scores on social maturity and motivation for intellectual achievement. The results of this study clearly illustrate that cultural disadvantage has differential effects both in relationship to sex of the recipient and to his ethnic group. 10 references.

279

Mason, Evelyn P. Progress report: Project Catch-Up: An educational

program for junior high students from American-Indian, Mexican and Caucasian ethnic backgrounds. ***Psychology in the Schools,*** **5(3): 272–276, 1968.**

Preliminary results of Project Catch-Up—Summer 1966, are reported. Mexican Americans (MA) were rated as "more responsive" on participant improvement measures of responsibility, cooperation, and independence. Test results of the California Psychological Inventory showed that MA females responded in a consistently negative pattern across the 18 subtests. Ethnic group differences for males indicated that MA and Indian groups had lower social presence scores than the Caucasian males. Flexibility scores for MA males were lower than for the Caucasian and Indian males, but MA males scored higher in social responsibility, tolerance, and intellectual efficiency than did the Caucasian and Indian groups. The oral reading scores improved from a mean of 7.55 grade level to a mean of 8.19 grade level. Significant improvements in reading speed and arithmetic computational skills were also noted. The pre- and post-administration of the Read General Science Test showed a statistically significant increment in test scores. The vocational counseling program was especially successful for the girls and least effective for the boys. In a followup evaluation, no significant improvement occurred when school performance in 1966-1967 was compared to school performance in 1965-1966. 6 references.

280

Mason, Evelyn P. Sex difference in personality characteristics of deprived adolescents. ***Perceptual and Motor Skills,*** **27(3):934, 1968.**

Sex difference is investigated in personality characteristics of deprived adolescents. These adolescents were junior high school students from American Indian, Mexican, and European ethnic backgrounds who participated in a 6-week summer enrichment program. The staff ratings of participant improvement in independence, responsibility, and cooperation consistently ranked the boys above the girls. The California Psychological Inventory was administered to participant groups during each of two consecutive summers. In both samples, the females, regardless of ethnic group, scored more negatively, poorly motivated, and nonconforming than the males. Followup evaluation of the overall effectiveness of the program indicates that one Mexican girl dropped out of school, while 11 students dropped out of comparable control groups. However, two Indian girls were out of school because of illegitimate pregnancies and one Indian girl, planning to be married, dropped out. Results indicate that the deprived adolescent girl may be more defeated than her male counterpart and this is especially true for the American Indian girl. 5 references.

281

Mason, Evelyn P. Project Catch-Up: An educational program for socially disadvantaged thirteen and fourteen year olds. *Psychology in the Schools*, 6(3):253–257, 1969.

A summary of the 1967 Project Catch-Up program and the followup evaluation of 1966 and 1967 participant groups is presented. During the summers of 1966 and 1967 one hundred 13-and 14-year-old students from American Indian (AI), Mexican (M), and Caucasian (C) backgrounds were enrolled in a 6-week residence program of academic remediation and acceleration and general cultural enrichment. The 1967 group behaved differently from the more cooperative 1966 group participants. The results of the California Psychological Inventory for the 1967 group shows negative feelings of self-worth, social ineptness, rebelliousness, and extreme intolerance. In contrast to the 1966 group who reported that they liked the field trips and counselors, the 1967 group reported that they liked the classes best. A followup evaluation, by a counselor, of each student made it possible to develop appropriate preventative measures to insure success in school. Individual case studies are provided that describe some of the positive and negative aspects of the program. 7 references.

282

Mason, Evelyn P. Cross validation study of personality characteristics of junior high students from American-Indian, Mexican, and Caucasian ethnic backgrounds. In: Wagner, Nathaniel N., and Haug, Marsha J., eds. *Chicanos: Social and Psychological Perspectives*. Saint Louis: C. V. Mosby Company, 1971. pp. 150–155.

A cross-validation study of the responses of 22 American Indian, 9 Mexican, and 16 Caucasian adolescents to the California Psychological Inventory showed an overall significant ethnic difference, ordered with Caucasian the highest and American Indian the lowest. The present findings support the previous evidence of a generalized, more negative attitude of personal worth reported by the female participants. However the previous evidence that the Mexican male responded more positively than the Caucasian or Indian to the scales of social responsibility, tolerance, and intellectual efficiency was not supported. In the present study, it is the Caucasian male who shows the greatest social maturity, tolerance, and personal confidence in his intellectual efficiency. Of greatest importance is the consistent evidence of complete passivity, negative feelings of self-worth, and social ineptness reported by the male and female American Indian. It appears that the subtle kinds of prejudicial attitudes that he encounters supplants his self-respect and personal initiative. 6 references.

283

Massad, Carolyn E.; Yamamoto, Kaoru; and Davis, O. L. Jr., Stimulus modes and language media: A study of bilinguals. *Psychology in the Schools*, 7(1):38–42, 1970.

Eleven English-Spanish bilinguals participated in an experiment which ascertained the effect of the printed word and picture in evoking sense-impression responses. It is concluded that neither the stimulus modes nor the language media affected the performance on the association task when judged by the proportion of sense-impression responses. 16 references.

284

Matthews, Mildred Shuman. Fostering upward mobility of Mexican American adults through a critical incident. *Dissertation Abstracts International*, 32(2):722–A, 1971.

A study was made to determine whether the adult American of Mexican descent believes his family and his ethnic group can benefit from education for adults in which English is taught, and whether the Mexican American taking adult classes thinks he will achieve upward mobility in an advancing technical society through occupationally oriented adult education. The subjects were 18 Mexican-American migrant workers in Oregon, nine of whom were controls. The design of the study included a critical incident based upon the cultural strengths of this minority group, to cause such adult class members to make decisions concerning the components of their need for upward mobility. The experimental group acknowledged greater rapport with education counselors and expressed greater need to learn Anglo rules. They also expressed a much greater self-assurance than the controls who were not exposed to the culturally relevant critical incident. The target population indicated a strong desire to learn English and to have continuing adult education, with the plea for bilingual and bicultural components.

285

Mattleman, Marciene S., and Emans, Robert L. The language of the inner-city child: A comparison of Puerto Rican and Negro third grade girls. *Journal of Negro Education*, 38(2):173–176, 1969.

The oral language of five Negro and six Puerto Rican third grade females is compared on facility, syntactic structure, and fluency. The Language Facility Test, a three-picture test designed to measure facility was administered to the pupils. The median score for the Puerto Rican children is 14.51 while the median score for the Negro group is 20.0 from a possible 27.0 points. Analyses indicate that the two groups differ significantly in language facility. In the syntactic structure, the Puerto

Rican children use twice as many fragments in their utterances as do Negro children. While Negroes use the non-verb pattern in 10 percent of their speech, Puerto Ricans use this construction in 19 percent of their responses. The noun-verb-noun pattern is found to be predominant in both group responses. Fluency, as measured from a raw word count of the protocols, shows the median total number of words used by the Puerto Rican group as 81 and the median for the Negro group as 289 words. Variations in the language of both groups show the Negroes using more linking verb constructions which accounts for their proficiency in language facility. 12 references.

286

Mayeske, George W. "On the Explanation of Racial-Ethnic Group Differences in Achievement Test Scores." Unpublished manuscript, 1971. 29 pp. (Xerox)

An analysis of racial-ethnic group differences in achievement test scores based on one of five different grade levels from which the Educational Opportunities Survey data derive is presented. Analysis of the data shows that for sixth grade students, 24 percent of the total difference in academic achievement is the maximum national value that can be associated with the student's membership in one of six racial-ethnic groups (Indian, Mexican, Puerto Rican, Negro, Oriental, or Caucasian). This relationship holds true even before the allocation of these groups to different social conditions has been taken into account. The 24 percent is reduced to 1.2 percent when a number of confounding social conditions are considered. These confounding variables are: (1) social and economic well-being of the family; (2) presence or absence of key family members; (3) aspirations of students and parents for schooling; (4) beliefs about how one might benefit from an education; (5) activities that one engages in to support these aspirations; (6) one's region of residence; (7) achievement and motivational levels of the students one goes to school with. No inference about the "independent effect" of membership in a particular racial-ethnic group on academic achievement can be made. Other findings are that motivational and attitudinal aspects of family life play a greater independent role in academic achievement than do racial-ethnic group membership, social class membership, or the type of school attended. 9 references.

287

McClintock, Charles G. The development of social motives in Anglo-American and Mexican-American children. *Journal of Personality and Social Psychology*, in press.

The choice behaviors of 108 Mexican-American and 108 Anglo-

American second, fourth, and sixth grade children in a Maximizing Difference Game are compared. All subjects received information about own and other's choices after each trial, as well as own and other's cumulative point scores across 100 plays of the game. The results indicate that: (a) For both cultural groups, competitive choice behavior becomes more dominant with increments in grade level. (b) The Anglo-American children sampled are more competitive at each grade level than Mexican-American children sampled. (c) For all cultural and grade groups, competitive choices increase over trial blocks. The increase in competitive responding as a function of grade is interpreted in terms of a developmental theory of achievement motivation set forth by Veroff (1969). Some educational implications of differences between Anglo- and Mexican-American children are noted, as well as some cautionary statements concerning the interpretation of cross-cultural data. 11 references.

288

McCoy, Georgia. Case analysis: Consultation and counseling. *Elementary School Guidance and Counseling*, 5(3):221–225, 1971.

An analysis is presented of a case drawn from the consultation and counseling practice of a counselor for three elementary schools in a middle-class, predominantly white section of a city with an approximately 5 percent black population and the balance equally divided between Mexican Americans and Anglo-Americans. A recent court order resulted in an influx of Mexican American children from a lower socioeconomic level into one of the three schools. The counselor in this case study was black, the homeroom teacher, white, and the student, Mexican American. There were complaints from several teachers about attitude and behavior problems with the student, and the homeroom teacher requested assistance from the counselor. Prior group guidance techniques used by the counselor for several classes, including this teacher's, resulted in analysis of some of the problems involved in the situation with this student and the relationship between teacher and student. The beginning of a team approach to the situation, involving the student's mother as well as teachers, principal, and counselor, developed accidently following a fight between the student and another boy. The results of feelings classes conducted by the counselor and attended by the student apparently played a role in establishing better relationships. The student's behavior and school work improved, and relationships of trust and mutual respect were established between the counselor and her colleagues. No references.

289

McDonagh, Edward D. Attitudes toward ethnic farm workers in Coachella Valley. *Sociology and Social Research*, 40(1):10–18, 1955.

The attitudinal reactions of two samples of respondents—125 high school students and 100 ranchers—toward the American Filipino (AF), American Mexican (AM), American Negro (AN), Mexican nation (MN) and Mexican wetback farm workers (MW) are studied. Subjects were given an ethnic test adapted from Buchanan and Cantril and a questionnaire consisting of seven questions relating their attitudes toward ethnic farm workers. It is confirmed by the data that MWs do not constitute an extensive or dependable source of cheap labor for ranchers. When the two subject populations are asked to assign stereotypes to the ethnic groups employed as farm workers, the data reveal that ranchers are more critical than high school students of the ANs. While ranchers assign the MW the highest combined ranking of all ethnic groups, secondary school respondents accord the top ranking to AFs. High school pupils appear to be more ethnocentric than the ranchers. Problems of housing, "red tape," language barriers, and transportation are enumerated as the most serious disadvantage associated with the employment of MNs. Most ranchers consider the economic cost of MN labor as almost equal to that of the domestic laborer. The great chasm of social distance between the rancher and "domestic migratory labor" may account for the steady demand of a large pool of MNs. Ranchers have come to rely on the MN as a dependable source of labor in an area of fluctuating labor supply and perishable crops. No references.

290

McDonald, Thomas F., and Moody, Earl. A basic communication project for migrant children. *Reading Teacher*, 24(1):29–32, 1970.

The Tolleson Elementary School District in Arizona uses a basic communication (ABC) curriculum to help Mexican-American children of migrant families with handicaps inherent in bilingual situations. The children are limited in their ability to speak either Spanish or English fluently. Within the curriculum, children are encouraged to express, in English, their reactions to field trips and to audio and visual presentations. Experience stories, puppetry, and role-playing are media for oral expression. The ABC approach uses no prescribed texts and no emphasis is put on mastery of subject matter as an end in itself. Teachers assume the role of facilitators in learning instead of simply directing student activities. Evaluation of the program after its first year of operation indicates significant achievement in oral language and a positive behavioral change. The curriculum

is part of a total program that includes health care and supplemental nutrition. 3 references.

291

McGehearty, Loyce, and Womble, Mary. Case analysis: Consultation and counseling. *Elementary School Guidance and Counseling*, 5(2): 141–144, 147, 1970.

The treatment of a Mexican-American fifth grader, who was unresponsive in school, by a white, middle-class counselor is described. The counselor saw this as a situation where a child from a culturally different background deliberately played dumb to avoid pressure from the teacher. The priority the counselor set on helping him learn through a group setting appeared appropriate. Helping him develop coping mechanisms of his own seemed a more reasonable approach in this situation than working with his parents or with his teacher at any great length. 1 reference.

292

McLemore, S. Dale. Ethnic attitudes toward hospitalization: An illustrative comparison of Anglos and Mexican Americans. *Southwestern Social Science Quarterly*, 43(4):341–346, 1963.

The relationship of educational level to attitudes toward hospitalization among 30 Anglo-American (AA) and 28 Mexican-American (MA) patients is examined. The first hypothesis states that MA patients would hold more unfavorable attitudes toward hospitalization than would AA patients. The second hypothesis maintains that the observed attitudinal differences could be accounted for by different levels of education. A 20-item hospitalization attitude scale was administered to the subjects in the English and Spanish forms. Results of the first hypothesis are inconclusive. Conflicting analyses did not permit a decision on the question of whether or not MAs hold more unfavorable attitudes toward hospitalization than do AAs. With respect to the second hypothesis, however, there is a direct relation in both ethnic groups between level of education and attitudes toward hospitalization, and there is only slight evidence of an ethnic difference per se in attitudes toward hospitalization. Findings suggest that if there is a correlation between MA and AA ethnicity and attitudes toward hospitalization, as reported in the literature, it may be a reflection of an underlying connection between those attitudes and differences in average educational levels of members of two groups. 8 references.

293

Meadow, Arnold, and Bronson, Louise. Religious affiliation and psychopathology in a Mexican-American population. *Journal of Abnormal Psychology*, 74(2):177–180, 1969.

An investigation of the relationship between religious affiliation and psychopathology in a Mexican-American (MA) community is presented. Fifty-four MA Protestant and 54 MA Catholic subjects were matched on age, country of nativity, education, and socioeconomic status. Evaluations of psychopathology were derived from the L-R (Habit and Tension) sections of the Cornell Medical Index (CMI) and from behavioral observations. The principal finding was that Catholics produced a greater number of pathological responses than the non-Catholics. The mean M-R (Inadequacy and Tension) CMI score for the Catholics was 9.4; for the Protestants 4.6. This difference between the groups was highly significant. Subjects with 0 to 5 years of education have significantly more pathology than those with 6 to 11 years of education, and those with 12 years or more of education have more symptomatology than those with 6 to 11 years of education. Discussion of the CMI results is presented. A lower pathology reported by Protestants is attributed to small social groups of the Protestant MA church, which provides greater social support than large Catholic congregations. Protestant doctrine produces a less pathological character structure than Catholic religious content. The Protestant MA church appears to fill many of the gaps in weakened MA traditional culture. 7 references.

294

Meadow, Arnold, and Stoker, David. Symptomatic behavior of hospitalized patients. ***Archives of General Psychiatry*****, 12(3):267–277, 1965.**

The quantitative differences in the symptomatic behavior of 240 patients' case history files, 120 Mexican-American (MA) and 120 Anglo-American (AA) subjects, are assessed. A list of 58 symptomatic behaviors and characteristics typical of mental hospital patients was constructed and each case record was carefully examined for the presence of the variables (e.g., belief in witches and patient visits curers) in the behavior and history of the patient. In addition, the symptom checklist was filled out by a member of the patient's family for further validation. Findings indicate that MA females (60) are more affectively disturbed and show catatonic symptomatology. MA males (60) reveal the importance of the "macho" pattern in their symptomatology. They are more alcoholic, assaultive, and show an underlying tendency toward catatonic symptomatology. AA females (60) and males (60) are both more paranoid than the MA samples. Behaviors reported by Anglo hospital personnel in patients' case files are moderately correlated with behaviors independently described by family members for both patient groups. This correlation suggests that a common core of agree-

ment exists between members of the two cultures in the perception of pathological behavior. 23 references.

295

Meeker, Frederick B., and Kleinke, Chris L. Knowledge of names for in- and outgroup members of different sex and ethnic groups. *Psychological Reports*, 31(2):832–834, 1972.

Two studies were conducted to test the notion that members of outgroups would report more names for outgroups and for ingroups than members of ingroups. In the first study, 20 black and 24 Chicano students listed more names for themselves and for whites than did 106 white students. In the second study 36 female students listed more names for themselves and for males than did 31 male students. Analysis of the most common names listed showed that in- and outgroups share use of many names but also have some names which are exclusive to their own group. It was suggested that the number of names listed by persons might be affected by intelligence or other personality variables. 2 references

296

Megargee, Edwin I. Delinquency in three cultures: Project follow-up summary. Hogg Foundation for Mental Health, Austin, Texas. Florida State University. 1968.

A cross-cultural study of juvenile delinquency was made. Fifty adjudicated male delinquents, aged 12 to 17, and 50 matched lower-class nondelinquents were selected from each of three ethnic groups: Mexican nationals living in Monterrey, Nuevo Leon, Mexico; Mexican Americans (Latins) residing in San Antonio, Texas; and North Americans (Anglos) residing in San Antonio. All 300 subjects were evaluated on sociological, psychological, and physiological measures, and the delinquents and nondelinquents in each sample were compared. It was hypothesized that: Families of delinquents would be characterized by less cohesiveness; that delinquents' parents would exhibit less warmth and that they would be more likely to have antisocial attitudes; that the discipline exercised by these parents would be more punitive and erratic; and that they would be less achievement oriented. The delinquents were expected to be more disrespectful of authority figures and to have antisocial values; to be less achievement oriented; and to have fewer of the skills necessary for achievement. Most of the hypotheses were confirmed. Thus, qualities differentiating the delinquents were not mere artifacts of lower-class status. However, there were some noteworthy differences between the ethnic samples: Mexican and Latin delinquents were consistently negative in their attitude toward their fathers and were ambivalent toward

their mothers; Anglo delinquents had more siblings than did the nondelinquents; and in the Mexican sample delinquents developed later. Value confusion was associated with delinquency among Latins. Significantly greater feelings of economic insecurity and pessimism were found among the Latin and Mexican delinquents, suggesting that economic dissatisfaction is significantly associated with delinquency only when there are realistic external obstacles in the path of economic advancement. The results suggested that many characteristics of juvenile delinquents have cross-cultural validity. Significant differences found among cultural groups were related not to different standards of ethical conduct or to minority group pressures, but to variations in family structure, child rearing patterns, and available economic opportunities.

297

Mercado, Serafin J; Guerrero, Rogelio D.; and Gardener, Riley W. Cognitive control in children of Mexico and the United States. ***Journal of Social Psychology*****, 59(2):199–208, 1963.**

An intercultural investigation of conceptual differentiation and preferred levels of abstraction is reported. The Object Sorting Test was administered to 29 middle-class third and fourth grade Mexican children and to 25 American children of the same ages and/or comparable socioeconomic status. The subjects were required to define each group containing two or more objects, and each definition was scored in terms of level of abstraction. The findings show a greater degree of conceptual differential for the American children. That is, they formed a greater total number of groups. The interpretation of differences between the grouping behavior of the two samples depends on interpretation of the phenomena of leaving certain objects by themselves. The Mexican children left fewer objects by themselves, but they may have been simply showing greater compliance with the instructions which implied that the objects should be grouped together. The American children gave a smaller percentage of concrete definitions and a much larger percentage of abstract, conceptual definitions. The groups did not differ, however, in the percent of functional definitions. The Mexican boys performed at significantly higher mean levels of abstraction than did the Mexican girls, by giving a greater percentage of abstract, conceptual definitions and a smaller percentage of concrete definitions. No significant differences were found between American boys and girls. 7 references.

298

Mercer, Jane R. Imprints of culture on the personalities of children. In: Douglass, Malcolm P., ed. ***Claremont Reading Conference:***

Thirty-First Yearbook. Claremont, Calif: Claremont Graduate School and University Center, 1967. pp. 55–62.

An analysis of the interrelationships between socialization practices and personality variables of Anglo-American (AA), Mexican-American (MA), and Negro (N) children in a community is presented. Information was obtained from interviews with parents, peer ratings, teacher ratings, and scholastic ratings. Socioeconomic differences among the groups indicate that MA families are more disadvantaged economically, and they have less educational preparation. The community studied is marked by structural separation where each subgroup resides in three separate areas. Patterns of informal intimate association show each group interacting mainly with relatives or members of the same subculture. Differences in cultural integration of the group appear in the MA families. MA parents are less likely to be aware of the reality factors governing the relationships between educational and occupational achievement in American society. Of the persons nominated as mentally retarded, 52 percent were AA, 33 percent MA, and 12 percent N. Compared to the proportion of each of these groups in the community (84 percent AA, 9 percent MA, 6 percent N) there is a representation of almost four times as many MAs and twice as many Ns classified as mentally retarded by community agencies. In terms of school achievement, the MA and N groups were behind the expected grade level for their chronological age. The children of all groups indicate positive self-concept. MA children show higher school anxiety than the other groups in terms of emotional adjustment. 7 references.

299

Mercer, Jane R. IQ: The lethal label. *Psychology Today*, 6(4):44, 46–47, 95–96, 1972.

The inaccuracy of the IQ test as the primary criterion for classification of mental retardation among minority group members is investigated. Three tests, the Stanford-Binet, the Kulhman-Binet, and the Wechsler Intelligence Scale for Children, and an adaptive behavior skill measure (e.g., to shop and travel alone; to hold a job or activities not appropriate for a 6-year-old) with 28 age-graded scales were combined to assess the IQ of separate samples each composed of Anglo, black, and Chicano subjects. Findings indicate ethnic groups of low socioeconomic status are the most likely to be penalized by the IQ (score below 70) and not by the adaptive behavior skill measure. To define persons as retarded because they fail an IQ test at the 70 level is to stigmatize those who are otherwise competent to function normally. IQ tests that are now in use are culture specific and therefore biased. Since IQ tests are Anglocentric,

they only measure the extent to which an individual's background approximates the average cultural pattern of American society. The children whose families were least like the average Anglo family (e.g., a 5-item scale related aspirations, number of children in the family, etc.) had an average IQ of 82.7, and those children whose families matched the Anglo family had an average IQ of 99.5. When social background was controlled there were no differences in intelligence between Anglos and blacks, or between Anglos and Chicanos. A diagnostic program is suggested with a pluralistic assessment that would base its labels of retardation on a sociocultural index, an adaptive behavior scale, and an ethnic IQ norm. 12 references.

300

Mestas, Leonard. The bilingual/bicultural emotionally disturbed child. Prepared for the Regional Training Program to Serve the Bilingual/Bicultural Exceptional Child, Montal Educational Associates, 1972. 29 pp. (Offset)

The development of special programs in private and public schools to meet the needs of emotionally disturbed children is studied. Findings indicate that few schools have confronted the issue of the bilingual/bicultural (B/B) emotionally disturbed child unless Federal money was available to assist the schools. The notion that curriculum guides for emotionally disturbed children which contain detailed instructional planning, diagnostic planning, and testing that can be adapted for the (B/B) low-income child is disputed. In a review of educational curriculum guidelines used in public schools, the results show many schools merely utilizing the standard special education guidelines with the words "bilingual/bicultural emotionally disturbed" added. The Wechsler Intelligence Scale for Children, the Illinois Test of Psycholinguistic Abilities, the Frosty Test of Visual Perception, and the Wepman Auditory Discrimination Test are tests not developed for the B/B child and are potentially damaging for the B/B child. Recommendations designed to improve the needs of emotionally disturbed B/B students are listed. 16 references.

301

Miller, Alan R., and Steward, Robert A. Perception of female physiques. *Perceptual and Motor Skills*, 27(3):721–722, 1968.

A study of stereotypes of female physiques is presented. The subjects were 14 Mexican-American females whose ages ranged from 13 to 19 years. Six 3-inch by 4-inch reproductions of somatotypes, two endomorphic, two ectomorphic, and two mesomorphic were selected. The concepts used to judge the pictures were Lazy, Mother, Intelligent, Housewife, Alcoholic, Liked

Best, and Prostitute. Kendalls' coefficient of concordance was used to test the agreement among subjects' rankings. Data indicate that of seven concepts tested, six are statistically significant, which shows that the same criteria are used in ranking the pictures by the majority of 14 subjects. Since the sample is homogeneous and small, the authors state that further work is needed to verify these findings. 7 references.

302

Miller, Donald E.; Himelson, Alfred N.; and Geis, Gilbert. Community's response to substance misuse: The East Los Angeles Halfway House for felon addicts. ***International Journal of the Addictions***, **2(2): 305–311, 1967.**

Male parolees who had a history of narcotic usage were divided into two groups, a control group and an experimental group, which were housed in the East Los Angeles Halfway House. The majority of the subjects were Mexican American: 116 were in the experimental group; 109 in the control group. Followup studies were done. A similar incidence of further criminal activity was reported in both groups. No association was found in a study of the sociocultural variables. Of the 63 released from Halfway House, 44 percent showed no evidence of drug use of major difficulty after a 1-year period. These findings should, however, be interpreted with reservations. The apparent lack of success of the Halfway House project creates doubts about the effectiveness of the therapeutic community concept in treating felon addicts. The major failure was the inability to achieve the proper atmosphere. 9 references.

303

Mingione, Ann D. Need achievement in Negro, White, and Puerto Rican children. ***Journal of Consulting and Clinical Psychology***, **32(1):94–98, 1968.**

A comparison of the need for achievement (n-Ach) of Negro, white, and Puerto Rican fifth and seventh graders from low-socioeconomic areas of Connecticut City is presented. The n-Ach test consists of six topic sentences where subjects write a story in response to each item. Statistical tests of n-Ach scores reveal no significant differences among the groups. These results contradict a previous study by the same author where white children had higher n-Ach scores than Negro children. Compared to the earlier study, there were more words per story, greater variety of story themes, and more stories concerning females written by both boys and girls. School grades and group intelligence test scores did not correlate with n-Ach scores. 10 references.

304

Miranda de Jesus, Fredeswinda, and Cordova, Ana A. Caracteristicas psico-sociales del estudiante de primer ano de la Universidad de Puerto Rico, Rio Piedras 1960–1961. [Psychosocial characteristics of the first-year student at the University of Puerto Rico, Rio Piedras.] *Revista Mexicana de Psicologia*, 1(4):368–380, 1964.

A series of tests to determine intelligence, personality adjustment and values, mastery of vocabulary, and reading skill (in English and in Spanish) were administered to a group of 130 first-year students selected at random from the University of Puerto Rico (UPR) schools of general studies, education, and commerce. The 53 male and 77 female subjects, with a mean age of 19.7 years, were representative of the total first-year enrollment in the three colleges as to sex distribution, educational background, native geographic area, and tentative selection of post-first-year university goals. Analysis of the results indicates that significant psychosocial traits exist for this group, particularly in the areas of intelligence and overall personality adjustment. When measured by the Raven Guide to Standard Progressive Matrices, the test group showed an intellectual capacity superior to that of the general student population tested for admittance to UPR. Compared to a secondary school population, the first-year university student seems to be better adjusted in his social, emotional, and home environment. The tests for reading and vocabulary skills in Spanish and in English showed that the subjects have equal dominion over both languages. A more exhaustive investigation into the psychosocial characteristics of university students in Puerto Rico is suggested. 33 references.

305

Mishra, Shitala P., and Hurt, Maure Jr. The use of Metropolitan Readiness Tests with Mexican-American children. *California Journal of Education Research*, 21(4):182–187, 1970.

A study of the reliability of Metropolitan Readiness Tests when used on children of Mexican descent is reported. The present study hypothesis was that such tests have poor reliability and predictive validity when so used. Seventy-three disadvantaged children with primarily non-English-speaking backgrounds were used as subjects. Metropolitan Readiness Tests (MRT) were administered to these Mexican-American children who were then beginning first grade. The same children were also tested in third grade with criterion measures for establishing validity. Split-half reliability coefficients, corrected with the Spearman and Brown formula, revealed that two MRT subtests (those most dependent on language ability) had significantly lower reliability. Predictive validity also was found to be lower for these children. 5 references.

306

Mitchell, A. J. The effect of bilingualism in the measurement of intelligence. ***Elementary School Journal*****, 38(1):29–37, 1937.**

An attempt to determine whether bilingualism has an appreciable effect on the ability of the children to think with equal accuracy and facility in either language is presented. Both forms of the Otis Group Intelligence Scale were used. Two hundred and thirty-six children of Mexican parentage were administered one form of the Otis in Spanish and the other in English. The language factor was counterbalanced across subjects. The findings indicate that the mean difference in the intelligence quotients obtained as a result of testing in the child's native language and testing in English is 9.28 in favor of the Spanish translation. This indicates that bilingual children work under a serious handicap, especially in their earlier years, in American schools. The mean of the differences between the intelligence quotients obtained from the Spanish and English testings for all grades (one, two, and three) is found to be 13.22 points, with a range of 44 points. This difference indicates an extra obstacle in the learning process for a foreign-language-speaking child. It is suggested that an exhaustive study dealing with the effect of bilingualism on intelligence will provide corrective figures to the intelligence quotients of a foreign-language-speaking child. Presently, there is a combination of many factors which impair the value of test results. The inferiority in ability to think accurately in English is not peculiar to Spanish-speaking children but is common to all foreign-language-speaking children. 5 references.

307

Mittelbach, Frank G., and Moore, Joan W. Ethnic endogamy—the case of Mexican Americans. ***American Journal of Sociology*****, 74(1): 50–62, 1968.**

A three-generational analysis of marriages involving Mexican Americans shows higher rates of exogamy than do earlier studies. Exogamy is higher for women and increases with removal from immigrant status. There is a strong pattern of generational endogamy and a strong suggestion that social distance between generations may be as important as social distance between the ethnic group and the dominant society. Exogamy is more prevalent among higher status individuals; with some exceptions, occupation appears to be a better predictor of exogamy than generation. Generally, the older the groom, the more "Mexican" the spouse, though the pattern is not the same for brides. Findings have implications for assimilation of Mexican Americans and for understanding processes of assimilation. 29 references.

308

Moerk, Ernst. "The acculturation of the Mexican-American minority to the Anglo-American society in the United States." Paper presented at the meetings of the Inter-American Congress of Psychology, Panama City, 1971. 11 pp. (Mimeo.)

The acculturation of the Mexican American (MA) into Anglo-American (AA) society is investigated. A sample of 446 includes pupils from the sixth grade, in an elementary school, and from high school with ages ranging from 11 to 17 years. Subjects were administered a questionnaire designed to determine educational aspirations, occupational aspirations, income expectations, ideal family size, and the type of material possessions desired. Data indicate that there are no significant differences in educational aspirations between MAs and AAs. MAs experience the same pressure to attend college and to achieve academically as do other groups. In addition, no significant differences in occupational aspirations between AAs and MAs are found. A trend toward having a small number of children is noted. A change in values and aspirations in the MA group is clearly evident. It is suggested that the "Chicano" or La Raza movement appears to be a probable causal link in attitudinal change. The development of strong ethnic organizations which represent these new values and provide models to identify with could be of importance to the younger MA population. 21 references.

309

Moerk, Ernst, and Becker, Penelope. Attitudes of high school students toward future marriage and college education. *Family Coordinator*, 20(1)67–73, 1971.

High school students were asked to judge what the optimal ages for marriage and childbearing would be for a young couple, and what they saw as the most convenient number of children in the family. Their college plans and the importance they attributed to higher education were also determined. The subjects were from lower-class neighborhoods and 40 percent were of Mexican extraction, 10 percent Negro, 10 percent Oriental, and 40 percent Anglo-American. The results of the questionnaire study were compared with previous investigations, and the effects of cultural changes, socioeconomic class, age and sex were analyzed and presented. Conflicts between future plans and actual life chances of these students and the consequences of this conflict for the individual were considered. Suggested social reforms which are needed to keep up with the trends in values and expectations of lower class youth are: (1) educational investment with regard to smaller family size; (2) more intensive vocational counseling together with a drastic redirection of the educational goals and institutions; (3) more scholarships

for students from lower social class; and (4) a junior high school curricula that helps form a well-adapted value system with good living techniques. 5 references.

310

Moore, Joan W. Colonialism: The case of the Mexican Americans. *Social Problems*, 17(4):463–472, 1970.

"Colonialism" has been increasingly used by minority ideologues to account for their situation in the United States. Adapting the concept for social sciences involves serious conceptual analysis. This is an attempt to specify the concept in the case of Mexican Americans, with political participation on the elite and on the mass level illustrating the varieties of internal colonialism to which this population has been subjected. Three "culture areas" are delineated: New Mexico, with "classic colonialism"; Texas, with "conflict colonialism"; and California, with "economic colonialism." Ecology of settlement, historical discontinuities, and proportions of voluntary-immigrant as compared with chartermember descendants in the minority are among the factors distinguishing the three types. The Chicano militant ideology incorporates symbols which attempt to transcend these regional differences. 14 references.

311

Moore, Joan W. Mexican-Americans. *Gerontologist*, 2(1):30–35, 1971.

The distinctive age patterns of Mexican Americans are discussed. It is concluded that most of the growing literature on Mexican Americans has interesting implications for a study of the old people in the population. Family structure, community patterns, geographic, social and occupational mobility, and the distinctive characteristics of generations and of intergenerational relations have particularly strong implications for the understanding not only of today's old Mexican Americans but also for aging per se among Mexican Americans. A full delineation of the age-related patterns of residence, education, income, family status, and other characteristics derivable from the 1950, 1960, and 1970 censuses should be a first-order priority in research. The actual social structure of age as perceived by the ethnic group should be delineated. 12 references.

312

Morales, Armando. Mental and public health issues: The case of the Mexican-American in Los Angeles. *El Grito*, 3(2):3–11, 1970.

Assumptions and notions concerning the Mexican-American (MA) population and mental health are reviewed. Findings indicate that MAs do have mental health problems. Patients

seen at the East Los Angeles Mental Health Service (ELAMHS) have more severe psychiatric diagnoses. They desire mental health services and have the highest source of self and family referrals in Los Angeles County when compared to other groups. There is a paucity of psychiatric facilities in east Los Angeles and a severe shortage of mental health professionals, particularly Spanish speaking. There is a risk in utilizing paraprofessionals as substitutes for mental health professionals. This could lead to a double standard of delivery of psychiatric services to the poor. Remedial measures—to recruit mental health aides from the community and to expand professional schools for MA bilingual students—are mentioned. MAs are grossly overrepresented in prisons and jails for offenses related to narcotics and alcohol, and there are no detoxification programs or drug rehabilitation programs for them. A modest satellite alcoholic rehabilitation service has been proposed for east Los Angeles. As with the ELAMHS, it is expected that the demand for treatment will far exceed that which is being offered. 15 references.

313

Morales, Armando. The collective preconscious and racism. ***Social Casework*** **32(5):285–293, 1971.**

White racism in America with a special emphasis on its manifestations in relation to the Mexican American is discussed. The concept of the collective preconscious is developed from works of a number of writers. It is a beginning concept for an understanding of some of the collective, social-psychological dynamics that might be found in white racism, a phenomenon that is passed on from generation to generation. Examples of the media's portrayal of Mexican Americans are presented to demonstrate how the media may unintentionally be contributing to white racism. That is, by implanting a superior racist message in the mind of the white child and an inferior message in the mind of the minority group child. The three approaches to combating racism are: (1) Ethnic minority students and faculty can make a contribution to social work by helping it become more conscious of racism in and out of the profession. (2) Social work can approach the task of influencing, by means of social action, those forces that become part of the collective preconscious. (3) Finally, more research is needed to understand the impact of white racism on minority group children. 35 references.

314

Morales, Armando. Distinguishing psychodynamic factors from cultural factors in the treatment of the Spanish-Speaking patient. In: Wagner, Nathaniel N., and Haug, Marsha J. ***Chicanos: Social and***

Psychological Perspectives. Saint Louis: C. V. Mosby Company, 1971. pp. 279–280.

A case description of a Mexican-American female is presented so as to distinguish psychodynamic factors from cultural factors in the treatment of the Spanish speaking. General descriptions of human behavior can be beneficial in diagnosis; however, they tend to lose significance and applicability when a patient does not appear to fit a particular model. It is contended that if a therapist experiences doubts about his ability to communicate effectively in Spanish, he may place too much emphasis on cultural factors and, therefore, minimize his basic therapeutic skills. Illustration of a case study involving misinterpretation of cultural factors is presented. It is concluded that Spanish-speaking patients are more at ease and less stressed when they are able to communicate in their native language. While cultural factors can be an important determinant in the therapeutic process, it is emphasized that overinterpreting cultural factors may impede therapy. No references.

315

Morales, Armando. The impact of class discrimination and white racism on the mental health of Mexican Americans. In: Wagner, Nathaniel N., and Haug, Marsha J. *Chicanos: Social and Psychological Perspectives.* Saint Louis: C. V. Mosby Company, 1971. pp. 257–262.

An investigation of the impact of class discrimination and white racism on the mental health of Mexican Americans is presented. The various socioeconomic conditions that beset the MA community are found in the discrimination and racism that America practices toward the poor. An institutionalized delivery system of mental health care emphasizes quality, individualized psychiatric treatment for the affluent, and an almost complete denial of quality mental health care for the poor. A historical analysis of the origins of discrimination of the poor in the context of a social Darwinist philosophy is presented. Racism was the underlying dynamic of the Manifest Destiny prevalent in the history of the U.S. and Mexico. Stereotypes are created by the dominant group as a lever of negatively identifying and maintaining the minority group in a subordinate and inferior position. They were described as a "child race" without the generations of civilization and culture. In the area of mental health care, a high incidence of schizophrenia is found in the MA community. Unlike other nations that exercise progressive approaches in the treatment of schizophrenia, the U.S. assigns the difficult psychotic patients to paraprofessionals and aides, and the neurotic patients are seen by psychiatrists and psychologists. It is concluded that the role of mental health workers should not only be to provide treatment to people in need—not

merely to help them "adjust" to society's deviant systems—but to endeavor to change those conditions which underlie the causes of the problem by initiating social action. 30 references.

316

Mote, Thomas A.; Natalicio, Luiz F.; and Rivas, Fernando. Comparability of the Spanish and English editions of the Spielberger State-Trait Anxiety Inventory. ***Journal of Cross-Cultural Psychology,*** **2(2):205, 1971.**

Comparability data relative to the English edition of the Spielberger State-Trait Anxiety Inventory (STAI) were obtained from the experimental Spanish version inventory. The subjects were 82 university students in third year Spanish classes at San Antonio, Tex. Seventy of the subjects were native Spanish speakers. Subjects were randomly assigned to one of the four following sequences of the STAI: (1) English-State, Spanish-State, English-Trait, Spanish-Trait; (2) Spanish-State, English-State, Spanish Trait, English-Trait; (3) English-Trait, Spanish-Trait, English-State, Spanish-State; (4) Spanish-Trait, English-Trait, Spanish-State, English State. The results show product moment correlations between the English and Spanish editions to be .941 and .936 for the STAI A–State and A–Trait scales, respectively. The correlation coefficients between the English and Spanish A-State scales for sequences 1, 2, 3, and 4 are .920, .967, .958, and .931. The comparable correlation coefficients for A-Trait are .950, .922, .990, and .903. No references.

317

Munns, John G.; Geis, Gilbert; and Bullington, Bruce. Ex-addict streetworkers in a Mexican-American community. ***Crime and Delinquency,*** **16(4):409–416, 1970.**

The Boyle Heights Project, an attempt to reduce narcotic addiction in a Mexican-American area by employing 30 former addicts as field workers, produced the following results in its first year: a higher rate of return to addiction among the field workers than prediction tables might have anticipated, with none of the women workers able to remain drug free; a controversial employment program that blatantly manipulated employers in the service of clients; a well-functioning detoxification center; and an emerging role as an agency bridging the gap between the addict and the forces of society before whom he feels—and often is—helpless.

318

Munoz, Leo. "Training Classroom Personnel in Dealing with Bilingual/Bicultural Handicapped Children." Prepared for the Regional Train-

ing Program to serve the bilingual/bicultural child. Montal Educational Associates, 1972. 26 pp. (Offset)

The training process for developing behavior management skills in classroom personnel who deal with bilingual/bicultural children is described. Specific training procedures and techniques offered are: (1) Teaching trainees to observe behavior—the aim is for the trainee to accept this behavior as a valuable source of information and to develop considerable skill in observing behavior. (2) Developing goal statements—the point here is for the trainees to learn to make decisions about the behaviors they want and don't want the children to learn. (3) Modeling by training staff—this modeling removes the stigma of "They talk a lot, but let's see them try to work with the children." (4) Providing corrective feedback—the trainees attempt to develop a frankness and willingness to see errors. (5) Discussing behavior—discussion was used to prevent the trainees from emitting a lot of behavior which would have to be corrected or ignored. Part II of the paper describes a brief review of the literature as related to a major area for consideration when attempting to specify what the nature of a set of goals might be. Specifically it compares Anglo and Spanish-American value orientations. 35 references.

319

Murillo, Nathan. The Mexican American family. In: Wagner, Nathaniel N., and Haug, Marsha J., eds. *Chicanos: Social and Psychological Perspectives*. Saint Louis: C. V. Mosby Company, 1971. pp. 97–108.

A discussion on the intercultural conflicts and dynamics as they apply to the Mexican-American (MA) family is provided. Since there are a large number of MA families, all differing significantly in regional, historical, political, socioeconomic, acculturation, and assimilation factors, one cannot present a stereotype MA family pattern. However, by means of comparison, some characteristics in the way of thought and behavior are more likely to appear in the MA family than in the Anglo family. Some of these differences are: (1) The Latin culture seems to provide more emotional security and sense of belonging to its members than does the Anglo culture. (2) MAs value material goods less than do Anglos. (3) MAs are present oriented and Anglos are future oriented. (4) MAs encourage more diplomacy and tactfulness than Anglos who are more blunt and confrontal. (5) The MA is more sensual than the Anglo. (6) The family is the most important social unit for the MA. (7) The roles for each of the family members are more sharply defined for the MA than for the Anglo. Because of the difference between the two cultures, a number of conflicts arise for the MA. These are problems of communication, identification, sex

role expectation, and values. The MA has several choices in coping with the dilemma, but the one which offers him the greatest potential for achieving a satisfying life in this country is to realize his creative potential for developing his own unique identity. 7 references.

320

Mussen, Paul, and Maldonado Beytagh, Luz A. Industrialization, child-rearing practices, and children's personality. ***Journal of Genetic Psychology*****, 115:195–216, 1969.**

The consequences of the family's shift from an agricultural to an industrial way of life for childrearing practices and for children's personality structure were examined in 63 Puerto Rican boys, between the ages of 9 and 12, and many of their parents. The sample was divided into 3 major groups, based on the father's occupation and education: agricultural industrial-uneducated, and industrial-educated. Extensive interviews with mothers and fathers yielded data about childrearing practices, parental expectations of the child, and techniques of discipline. Data on the boys' personality characteristics, motives, and attitudes were derived from interviews and a TAT-like projective test scored according to a scheme of needs, press, and descriptions of the hero. Results give no support to the view that industrialization leads to psychological disorganization or maladjustment. 7 references.

321

Mussen, Paul, and Maldonado Beytagh, Luz A. Industrialization, child-rearing practices, and children's personality. ***Annual Progress in Child Psychiatry and Child Development*****, 3:195–217, 1970.**

This study was designed to examine the consequences of the family's shift from an agricultural to an industrial way of life for childrearing practices and for children's personality structure. The subjects were 63 Puerto Rican boys between the ages of 9 and 12 and many of their parents. The sample was divided into three major groups, based on the father's occupation and education: agricultural, industrial-uneducated, and industrial-educated. Extensive interviews with mothers and fathers yielded data about childrearing practices, parent expectations of the child, and techniques of discipline. Data on the boys' personality characteristics, motives and attitudes were derived from interviews and a TAT-like projective test scored according to a scheme of needs, press, and descriptions of the hero. The data of this study give no support to the hypothesis that industrialization leads to psychological disorganization or maladjustment. On the contrary, the industrialized parents and their children present a picture of sound psychological health, stability, and optimism. 28 references.

322

Nall, Frank C., and Speilberg, Joseph. Social and cultural factors in the responses of Mexican-Americans to medical treatment. *Journal of Health and Social Behavior*, 8(4):299–308, 1967.

An exploration of the cultural and societal factors related to the acceptance or rejection of a modern medical treatment of tuberculosis (TB) by 53 low-socioeconomic Mexican Americans is presented. The relationship between folk medical beliefs and practices, and the acceptance of a modern medical regime for the treatment of a major illness is analyzed in terms of the following cultural traits believed to inhibit acceptance or rejection of modern medical practices: 1) a set of traditional folk beliefs and practices, 2) the use of folk medical curers (*curanderos*), 3) a set of ritualistic acts traditionally considered to have propitiatory effects on health. In order to determine whether social integration of subjects bears any discernible relation to their acceptance or rejection of modern medical treatment, the following four dimensions were considered: 1) integration into the family group, 2) integration into the ethnic locality group, 3) language outside of home, and 4) subjective expressions of Sroles' 5-item anomie scale or integration-alienation. A chi square analysis indicates that commitment to folk beliefs, the practice of propitiatory religious acts, and the use of *curanderos* are not related to the acceptance or rejection of modern medical treatment for TB. One significant finding reveals that a wide variety of social integration indices are related to the subjects' acceptance or rejection of the treatment. The findings imply that the milieu of the Mexican-American subcommunity is unfavorable to the integrative, adaptive techniques embodied in the medical regime for TB treatment. Detailed discussion of the findings is provided. No references.

323

Natalicio, Diana S., and Natalicio, Luiz F. A comparative study of English pluralization by native and non-native English speakers. *Child Development*, 42(4):1302–1306, 1971.

Four groups of 36 males in the first, second, third and tenth grades, equally divided at each grade level according to native language, were presented a randomized list of nonsense syllables designed to elicit plural formations. Each of 24 final consonant phonemes were paired with one of three initial consonant-vowel combinations resulting in a 24-trigram test instrument. Although the data reveal a difference between native English speakers (NES) and native Spanish speakers (NSS) in overall proportion of correct responses, the order in which the segments are brought under control seems to be the same (e.g., those final segments pluralized correctly in the second grade

by NSS subjects are the same as those which the NES subjects pluralized by the end of the first grade). The data failed to provide any indication of "interference" from Spanish to English within the constraints of the pluralization task. The NSS subjects did not appear to employ Spanish pluralization strategies for forming English plurals. Implications for the education of NSS children mention that the notion of interference in second-language teaching may well be a self-fulfilling prophecy in the teaching of English to non-native English speakers in the elementary grades. 7 references.

324

National Institute of Mental Health. *Mental Health Planning Conference for the Spanish Speaking*. Rockville, Maryland: the Institute, 1972. 96 pp.

The proceedings of the Mental Health Planning Conference for the Spanish Speaking (SS) are reported. A presentation entitled "Mental Health and the Spanish Speaking" examined the present relationship between Government agencies and the SS. In addition, a discussion on current problems found in mental health delivery systems emphasized the importance of compiling a body of knowledge of the SS for future program planning. A list of 11 demands was presented by the SS participants to generate new proposals, ideas, and future planning strategies. Reports on group workshops concerning such topics as mental health services, manpower and training programs, special mental health programs, alcoholism and drug abuse programs, and research directions are provided. Each workshop included the SS conferees and representatives from the National Institute of Mental Health (NIMH). Responses from NIMH division members discussed the feasibility of each group's report. A summary of the recommendations proposed by each of the group workshops is listed. No references.

325

Naun, Robert J. Comparison of group counseling approaches with Puerto Rican boys in an inner city high school. *Dissertation Abstracts International*, 32(2–A):742–743, 1971.

Effects of two different methods of counseling on 31 ninth and tenth grade Puerto Rican boys living in a Federally designated poverty area were investigated. One group received interventionist counseling, one received Rogerian noninterventionist counseling and one received no counseling. There was a significant difference in counselor verbal response rate between approaches. There were no significant changes in level of occupational aspiration for any group. There were no significant differences in aspiration, school behavior, grade average, tardi-

ness or teacher ratings. In neither experimental approach did the subjects perceive the counselor in terms that would be considered more helpful or more conducive to counseling. The subjects getting noninterventionist treatment received significantly fewer referrals to the dean.

326

Naylor, Gordon Hardy. Learning styles at six years in two ethnic groups in a disadvantaged area. ***Dissertation Abstracts International,*** **32(2): 794–A. 1971.**

An investigation of learning style among 6-year-old children of a disadvantaged area focuses on the relationship between four selected learning styles and ethnicity. Subjects were 40 Mexican-American and 40 Anglo-American children in first grade, all of whom had a year of public school kindergarten. It was expected that the Mexican-American groups would demand more information in decision making, would be more field dependent, less impulsive, and less original than the Anglo-American groups. No significant differences between sample groups were found on the basis of learning style test performance, with the exception of the impulsivity measures where the Anglo-American group made more errors than did the Mexican-American group. The interaction of sex membership and ethnicity failed to result in significant differences between sample groups for any of the learning style measures.

327

Nedler, Shari, and Sebera, Peggy. Intervention strategies for Spanish-speaking preschool children. ***Child Development,*** **42(1):259–267, 1971.**

A comparison of three strategies of early intervention designed to increase the language and communication skills of disadvantaged 3-year-old Mexican-American children is made. Treatment group I included 16 children in a planned Bilingual Early Childhood Educational Program. Group II included 16 children who were indirectly involved in a Parental Involvement Program. Group III was composed of 14 children in a traditional day-care center. Before and after a 9-month intervention period, all subjects were tested with the Leiter International Performance Scale and the Peabody Picture Vocabulary Test in English and Spanish. On all measures, Group I made significantly greater gains than the other two groups, indicating the greater effectiveness of the planned Bilingual Early Childhood Education Program. Lesson activities for Group I have been designed to provide experiences promoting the use of language to abstract information. Beginning with the development of cognitively directed perceptions, the skills needed for making observations meaning-

ful in analyzing the surrounding "world" are programmed into lessons through careful, delineated questions. Expansion of this ability to handle the coding process forms the base for the development of abstract thinking skills. 5 references.

328

Nelson, Linden L., and Kagan, Spencer. Competition: The star-spangled scramble. *Psychology Today*, 6(4):53–54, 56, 90–91, 1972.

The cooperative-competitive behavior of Anglo-American (AA), Mexican-American (MA) and Mexican (M) school children ages 4, 5, 7, 9, and 10 is examined by five variations of the cooperation-board game. On a task to measure inhibition of competitiveness in social interaction among M and AA subjects, M children are found to avoid conflict more than AAs. It appears that AAs engage in conflict that is not only irrationally competitive, but almost sadistically rivalrous. AA children are more willing to reduce their own rewards in order to reduce the rewards of their peers. M children on the other hand, are more likely to engage in cooperative behavior where equal rewards are earned by both players of the game. MA children seem to be caught between the styles of behavior of AA and M children. These findings reveal differences in cooperation-competition between AA and M rural children which appear to result more from differences in competitiveness than from differences in motivation or ability to cooperate. Different childrearing patterns are suggested as being responsible for the differences in cooperation-competition behavior of AA and M. Research on childrearing indicates that rural M mothers tend to reinforce their children noncontingently, rewarding them whether they succeed or fail, whereas AA mothers tend to reinforce their children as a rigid function of the child's achievement. 10 references.

329

Newman, Lawrence E., and Steinberg, J. Leonard. Consultation with police on human relations training. *American Journal of Psychiatry*, 126(10):1421–1429, 1970.

This study investigates the Los Angeles Police Academy's human relations training program which has been operational since 1965 (after the Watts disorders). The program is discussed with relation to the various methods of presenting the material to the police trainees and cadets. The areas covered in the program include: (a) understanding and relating to ethnic minority communities, especially the Mexican-American and Negro communities; (b) handling service calls, i.e., psychiatric emergencies, family disputes, and youth contacts; (c) understanding and dealing with personal stress associated

with the daily demands of police work; and (d) the meaning of police professionalism. By presenting the material in small discussion groups led by police officers, the program was able to communicate the far-reaching problems confronting police officers in their nonpunitive relations with the citizens of metropolitan Los Angeles. A brief mention of other similar programs in cities throughout the United States is also given. 13 references.

330

Norman, Ralph D., and Mead, Donald F. Spanish-American bilingualism and the Ammons Full-Range Picture Vocabulary Test. ***Journal of Social Psychology*****, 51(2):319–330, 1960.**

An investigation of the association between objectively measured bilingualism and performance of the Ammons Full-Range Picture Vocabulary Test (FRPV) is presented. It is the intention to establish tentative norms for 17-, 18-, and 19-year-old Spanish Americans (SA) for the FRPV. Subjects—50 SA bilingual males from each age group—were administered the Hoffman Bilingual Schedule and the Ammons FRPV, Form A. Major findings of the study are: (a) Bilingualism remains constant in the three age groups although it is greater for them than for a New York City sample. (b) There is a low, but significant, negative association (r of -.26) between amount of schooling and bilingual background. (c) There is a stronger negative association (r of -.49) between bilingualism and FRPV, this r dropping to -.44 when schooling is partialed out. (d) A stronger positive correlation of .62 exists between schooling and FRPV. (e) Urban-rural differences are significant in both measures used, urbanites scoring higher on FRPV and lower in bilingualism. (f) SAs score considerably lower than Anglos in the FRPV, and combining the present data with those of Ammons and Aguero (1950), there is an increasing difference in scores between the two groups from ages 7 to 19. A discussion of the findings is presented. 27 references.

331

Oliveira, Arnulfo Luis. A comparison of the verbal teaching behaviors of junior high school Mexican American and Anglo American teachers of social studies and mathematics with classes of predominantly Spanish-speaking children. ***Dissertation Abstracts International*****, 31 (7):3396–A, 1971.**

An attempt to determine if any differences exist in the verbal teaching behaviors of Mexican-American and Anglo-American teachers of eighth grade mathematics and social studies with classes of predominantly Spanish-speaking children is reported. Forty secondary teachers were subjects. There were 10 teachers

in each of four groups: Mexican-American teachers of mathematics, Mexican-American teachers of social studies, and corresponding Anglo-American teachers. Through observation it was determined that pupil response statements and divergent questions by teachers were more frequent in classes with Mexican-American teachers, while informing statements were more frequent in classes with Anglo-American teachers. A number of differences between mathematics teachers and social studies teachers, independent of linguistic or ethnic background, were discovered.

332

O'Nell, Carl W., and Selby, Henry A. Sex differences in the incidence of *susto* in two Zapotec pueblos. *Ethnology*, 7(1):95–105, 1968.

The hypothesis stating that the sex which experiences the greater intracultural stress in the process of meeting sex role expectations will evidence greater susceptibility to *susto* is examined. Subjects from two villages were asked about their personal experiences with *susto*. Findings reveal that of the 70 subjects (half female), women stand the greater likelihood of experiencing role stress due to their more narrowly defined sex roles and to the lack of escape outlets from stress within the culture. It is concluded that *susto* represents an important sociocultural sanctioned mechanism of escape and rehabilitation for persons suffering from intracultural induced stress resulting from failure in sex role performance. 15 references.

333

Opler, M. K.; Stoker, David H.; Zurcher, Louis A.; and Fox, Wayne. Women in psychotherapy: A cross-cultural comparison. *Transcultural Psychiatric Research Review*, 7:203–205, 1970.

Differences between Anglo-American and Mexican-American female psychiatric patients were investigated. More character disorders were found in the first group and more neuroticism in the second. Other details on symptom patterns and cultural values purported to be related to the differences are given. 2 references.

334

Padilla, Amado M. "Psychology and the Mexican American: An awareness of cultural and social factors." Paper presented at the Symposium on the Effects of Cultural Variables on the Mexican American, at the Annual Meeting of the American Psychological Association, Washington, D.C., 1971. 21 pp. (Xerox)

Objectives which are posited include: (1) to show how some psychologists, because of their rigidity in adhering to the labora-

tory model and their ethnocentrism, have created a situation which is intolerable to today's Mexican American (MA); (2) to show how such approaches have resulted in inadequate and irrelevant psychological services; and (3) to offer recommendations for change. The approach is through an examination of the psychological literature centering on issues of family-child relationships, bilingualism and tests of intelligence, and mental illness and mental health practices among MAs. Psychologists have allowed stereotyped conceptions of the MA family-child relationships to persist because of their acceptance of these same stereotypes and their failure to engage in meaningful research of the MA family. Psychologists have also programed the MA into a "self-fulfilling prophecy" of failure through the use of inappropriate psychological measuring instruments. In addition MAs have been forced to seek mental health care in settings which have discriminated against them and/or have been offered services which are irrelevant, culturally and emotionally. Recommendations for change call for interdisciplinary and sensitive investigations toward the MA culture. There must be more concern for individual differences both within a group as well as between culturally different people. There should be less arrogance on the part of the psychologist by encouraging community participation. There must be an increase in Chicano psychologists and finally, mental health services should include bilingual and bicultural services. 29 references.

335

Padilla, Amado M. "Special Report to the Planning Branch of the National Institute of Mental Health on the Mental Health Needs of the Spanish-Speaking in the United States." Unpublished manuscript, 1971. 65 pp. (Xerox)

The extent to which the National Institute of Mental Health (NIMH) extends support to the Spanish speaking (SS) in the areas of service, training, and research is assessed. One of the largest obstacles for the effective planning of mental health services for the SS is the absence of an adequate epidemiological survey on the incidence and prevalence of mental disorders of the SS. Although 47 community mental health centers which serve the SS were identified, the extent of the services offered and the utilization of such services by the SS are questionable. Sixteen training programs supported by NIMH for the SS are identified. The overall support for these training centers accounts for only 1 percent of the total NIMH training budget. More innovative recruiting and training programs are suggested for rectifying the underrepresentation of SSs in the mental health disciplines. An analysis of 43 NIMH research grants during the fiscal years 1965-1971 reveals not one project

action oriented and directed at specific problems. Many of the recommendations concerning the improvement and extension of mental health services for the SS will depend on the expansion of the Minority Studies Center for new monies for service, training, and research programs. Eleven tables documenting findings are provided. No references.

336

Padilla, Eligio R. The relationship between psychology and Chicanos: Failures and possibilities. In: Wagner, Nathaniel N., and Haug, Marsha J. *Chicanos: Social and Psychological Perspectives.* Saint Louis: C. V. Mosby Company, 1971. pp. 286–294.

An examination of the relationship between psychology and the Chicano is presented. The lack of a strong Chicano organization at the professional and graduate level limits the potential impact for change within the American Psychological Association. A critical review of the psychology training programs which deal with a narrow stratum of society and exclude most minority individuals is discussed. The training programs often emphasize the creation of researchers and teachers rather than professional practitioners. A minority member who seeks psychological or psychiatric assistance will most likely not see a psychologist or a psychiatrist and if he does, his treatment will be short-term, supportive psychotherapy or some form of physical treatment. Some basic assumptions for the underutilization of mental health services by the poor are examined. With the advent of neighborhood-based services, the poor now use more of the social, medical, family planning, and mental health services. Financing and staffing more mental health centers with more professionals in poverty areas seem to be problems. Unless psychology and mental health professions create their own institutional structure for developing methods for the delivery of services and actively seek alternatives to the disease model for mental disorder, the professional manpower shortage will continue to grow. If the relationship between psychology as a profession and Chicanos is to improve, psychologists must discontinue using the disease model for mental disorder. It is suggested that psychologists consider the ideas of Albee and of others to make psychology socially relevant. 45 references.

337

Palmer, Michael B. Effects of categorization, degree of bilingualism, and language upon recall of selected monolinguals and bilinguals. *Journal of Educational Psychology*, 63(2):160–164, 1972.

A free-recall procedure, utilizing categorized and noncategorized word lists in English, Spanish, and a mixed condition, was used with three groups of Spanish-English bilinguals and a

monolingual English group. The amount of recall across all lists was greater for a categorized than for a noncategorized condition. The preferred language of recall and clustering was English, regardless of the group's degree of bilingualism. The poorer performance in Spanish was interpreted as a state of perceptual unreadiness, which was shown to create "interference" for the subjects when they were presented with a task requiring simultaneous switching between English and Spanish. It is shown that the relative degree of bilingualism does not significantly affect recall. In addition, the amount of recall and the extent of category clustering can be used as a reflection of linguistic independence. The implication of these results suggests that children be placed in a bilingual program so as to enable them to use their "stronger" language to facilitate the learning of their "weaker" language—in this instance, beginning with the Spanish language and leading to the mastery of the English language. 15 references.

338

Palmer, Michael, and Gaffney, Philip D. Effects of administration of the WISC in Spanish and English and relationship of social class to performance. ***Psychology in the Schools*****, 9(1):61–63, 1972.**

The effects of bilingualism and the family's social position upon the performance of Mexican-American children on the WISC are assessed. One hundred and fifty children were given the WISC in English, and 30 from the initial 150 were randomly chosen for testing with the Spanish version a year later. The analyzed data showed no significant difference between the English and Spanish testings on any of the subtest scaled scores. There is, however, a definite observable trend in the relationship between socioeconomic status level and the subtest scaled scores. These results suggest that these children are not being penalized because they have to function in an English-speaking school. However, a review of the mean scaled scores suggests that there is little ability in either language. The lack of ability in either language, together with the socioeconomic status level, suggest that language itself may not be the important factor but rather an impoverished background. It is obvious then that a rise in socioeconomic status could mean a rise in performance. The implication for school districts with a large percentage of bilinguals is that they might want to exercise caution in instituting a bilingual program since there is now evidence to suggest that nothing would be gained in terms of test performance. 9 references.

339

Palomares, Uvaldo H. Nuestros sentimientos son iguales, la diferencia

es en la experiencia. (Our sentiments are the same, the difference is in the experience.) ***Personnel and Guidance Journal*****, 50(2):137–144, 1971.**

An attempt is made to facilitate the communication process between ethnically divergent persons in a counseling paradigm. Some basic human encounter situations which generate racial or culturally antagonistic responses are studied and identified. Racism, or the use of color and ethnic characteristics as an aspect of differential treatment, exists in everybody in varying degrees. The evidence to date indicates a direct relationship between skin color and the distance a person tends to stand from other people. There also appears to be a relationship between skin color and the frequency of physical contact between people. Many individuals have adopted value systems that are related to one's perceptions of color, beauty, intelligence, and nonverbal communication. Despite a professed belief in equal and fair treatment of all persons, a counselor may relay a different message through his indirect verbal and nonverbal behavior. In training, a counselor should undergo an intensive scrutiny of his verbal behavior as well as participate in interethnic encounter groups. A four-step process for overcoming problems in interracial and intercultural communications is provided. It is suggested that counselors and educators accept pluralistic acculturation as an alternative to the traditional theory and practice of assimilation. This approach guards against the depersonalization inherent in enforced cultural assimilation and enables counselors to understand the rich diversity of cultures and of human nature. No references.

340

Pasamanick, Benjamin. The intelligence of American children of Mexican parentage: A discussion of uncontrolled variables. ***Journal of Abnormal and Social Psychology*****, 46(4):598–602, 1951.**

A critical analysis of the effect of uncontrolled variables upon the measured intelligence of Mexican-American children is presented. A specific article which purports to control a number of factors that are frequently ignored by others provides the basis for such an analysis. The authors of the above-mentioned article indicate that they left uncontrolled the factors of rural-urban parental background, the child's vocabulary limitation, and the motivation during testing. They further stated that these factors might account for their finding of intellectual inferiority for a particular ethnic group. However, the reader is left with the impression that the three variables reportedly left uncontrolled are not of sufficient importance to be responsible for the magnitude of the differences in IQ scores. A critical observation reveals that the authors either ignored or mis-

takenly believed that they had controlled such important variables as: (1) the subject's nutritional diet, (2) the family's socioeconomic level, (3) the subject's total cultural complex, (4) the educational training for both groups of subjects. It is concluded that there is a need for a different type of study in the sphere of ethnic group differences, since satisfactory control of the above-mentioned factors is inadequate at this time. What are needed are longitudinal studies possibly beginning even prior to conception and following the individual to maturity. 15 references.

341

Paschal, Franklin D., and Sullivan, Louis R. Racial differences in the mental and physical development of Mexican children. ***Comparative Psychology Monographs*****, 3(1):1–76, 1925.**

Combined psychological and anthropological techniques are used to investigate racial differences in the mental and physical development of Mexican children. To assess mental capacity, the subjects, 9- and 12-year-old Mexican males and females, were administered six performance scales. Anthropometric observations and measurements were used to determine the racial composition of the group and to define its physical status. Lengthy discussion is given to: (1) Indian bloods and social and mental status; (2) correlations of mental scores with physical traits; (3) place of birth and mental score with physical traits; and (4) social status and physical, racial and mental status. Analyses of the intercorrelations of racial, social, and mental factors indicate: (1) There is an agreement with earlier investigators who have found a definite relationship between the proportion of Indian blood and mental status. (2) Mexicans living in Tucson who are partially of Indian origin have a lower mental score, a lower social or economic status, a lower school standing in grade, than do those Tucson Mexicans who are wholly of white origin. (3) Approximately 85 percent of the germ plasm of Mexicans in Tucson is white germ plasm. (4) Children from the better social or economic classes exceed those from the poorer homes in stature, in school grade, and in mental score. (5) The correlations between mental score and individual race characteristics indicate skin color as the highest correlation with mental score. A discussion of the findings is provided. 25 references.

342

Pearson, A. W. El tratamiento de alcoholismo de mexicanos que viven en los Estados Unidos. [The treatment of alcoholism in Mexicans in the United States.] ***Revista Mexicana de Psicologia*****, 1(4):358–362, 1964.**

The development of the Los Angeles Alcoholic Rehabilitation Clinic is reported and the characteristics of the Mexican Americans (MA) who constitute 20 percent of those seeking treatment for alcoholism are analyzed. The Clinic is administered on a part-time basis by a director, five practicing physicians and a psychiatrist, and on a full-time basis by a public health educator, a public health nurse, a clinical nurse and an administrative secretary with three staff members. A shelter Clinic specifically for patient evaluation is under the same director but with a separate administrative staff. One Spanish-speaking employee conducts training sessions for non-Spanish-speaking social workers who are involved with MAs. The characteristics of the MA alcoholic who seeks treatment were analyzed on the basis of assimilation and nonassimilation, using the following criteria: (1) language spoken in the home; (2) religion; (3) the woman's role within the home and in society; (4) family obedience and obligations (to members of the immediate and extended family); (5) value given to occupational success. Of the MA group under treatment, 48 were considered nonassimilated and 15 as assimilated MAs. All of the nonassimilated MAs have shown improvement through treatment, whereas only 30 percent of the assimilated group have improved. Reasons for the success with the nonassimilated MA could be due to: a) acceptance and cooperation of the entire family; b) respect of and cooperation with authoritative figures such as the doctors, nurses and social workers; c) treatment by a Spanish-speaking staff; d) the acceptance of alcoholism as an illness. A discussion of the ranges of alcoholism and the alcoholic is provided. No references.

343

Peck, Robert F., and Diaz-Guerrero, Rogelio. Two core-culture patterns and the diffusion of values across their border. ***International Journal of Psychology,*** **4(2):272–282, 1967.**

A questionnaire of 20 statements which assessed the various meanings of "respect" was administered to 1,814 college students from the United States, two border cities, and Mexico. Two "core-culture patterns," one typifying students in Mexico City and the other, students in Texas, are revealed. The American pattern is characterized by a relatively detached, and self-assured equalitarianism, while the Mexican pattern is one of close-knit, highly emotionalized, reciprocal dependence and dutifulness, within a firmly authoritarian framework. When samples from the border zone (Monterrey in Mexico and Edinburg in Texas) were included, the response-similarity analysis suggested considerable diffusion of values in the border area. The largest effect appears to be an assimilative semiacculturation of Mexican Americans in Edinburg to the "American pattern." There is also evidence which suggests certain acculturations of border

Anglo-Americans to Mexican values. A curious phenomenon, "a border effect," sometimes occurs wherein people on one or both sides of the border are more different from either "core-cultural pattern" than the core patterns are from each other. 4 references.

344

Peck, Robert, and Gallani, Cono. Intelligence, ethnicity and social roles in adolescent society. *Sociometry*, 25(1):64–72, 1962.

The relationship of intelligence to social visibility, the differentiation of social role groups according to their intelligence, and the possibility of ethnic influences on such social visibility are investigated. Specific hypotheses are: (1) Adolescents with above average intelligence are more likely to be socially visible to their agemates than adolescents of below average intelligence. (2) Adolescents tend to estimate each other's intelligence with reasonable accuracy and assign social roles in keeping with actual capacities. (3) Adolescents from Anglo-American backgrounds are nominated more frequently for any role, by the total group of their age-mates, than are their classmates from Latin American backgrounds in schools of mixed ethnic composition. A sample of 1,217 seventh grade students were administered the California Test of Mental Maturity (CTMM), McGuirre's role nominations instrument, and a number of other sociological and psychological tests. The data confirms all three hypotheses. Whatever "general" intelligence may be reflected in aptitude test scores, this intelligence also influences the effectiveness of adolescents' social behavior. Adolescents also respect social behavior that is characterized by intelligent action, and they tend to choose as their leaders those who have more than average mental ability. It appears that ethnic factors decidedly bias the judgments of adolescents in these mixed communities. Adolescents of both ethnic groups unite in assigning brighter-than-average Anglo youths to leading or admired roles. It is concluded that "Latin invisibility" is not just the result of discrimination from non-Latin youths but the creation of Latin boys and girls themselves. The implication is that the assimilation of Latin American youth into active participation in the social and civic life of the United States may be much slower and less certain than with most other immigrant groups. 9 references.

345

Pedhazur, Liora, and Wheeler, Ladd. Locus of perceived control and need achievement. *Perceptual and Motor Skills*, 33(3):1281–1282, 1971.

Forty-five black and eight Puerto Rican children indicated more

perceived external control than did a comparison group of 25 Jewish subjects in grades five and six; this was related to low need achievement. When the minority children read a story making perceived internal control more salient, measurements indicated an increase in both need achievement and internal control. 3 references.

346

Penalosa, Fernando. Mexican family roles. *Journal of Marriage and the Family*, 30(4):680–689, 1968.

A synthesis of the writings of Mexican social scientists suggests that Mexican family roles are primarily determined by the submission of female to male and of the younger to the older. The husband-wife relationship emphasizes his manliness or *machismo* and his role as authoritarian patriarch. The father-son relationship tends to be distant, respectful, and frequently severe. The mother helps prepare the son for dominance and independence. The father-daughter relationship is distant though relatively conflict free. The mother-daughter relationship is very close, the daughter achieving an early identification with the female role. Younger children respect older siblings and girls show respect for their brothers. Sister-sister relations remain close throughout life. Family patterns are being modified in the direction of greater mobility that is increasingly characterizing Mexican society as it becomes more and more industrialized. At the same time, the rapid urbanization process seems to be weakening the authoritarian-patriarchal family tradition. The patriarchal society is based on the absolute economic dependence of the family on the father. With an expanding and modernizing economy, there are increasing opportunities for women to gain advanced education and employment outside the home and for young men to achieve social positions higher than those of their fathers. It is expected therefore that, in the more modernized, industrialized, and urbanized United States, the Mexican family is likewise undergoing attenuations of the traditional patriarchal, authoritarian family. 24 references.

347

Penalosa, Fernando. Recent changes among the Chicanos. *Sociology and Social Research*, 55(1):47–52, 1970.

The term "Chicano" is rapidly replacing the term "Mexican American" as the self-chosen term for the group, especially among its more militant and better informed members. A stronger sense of community is developing among the Chicanos, at the same time that pride in the barrio subculture is increasing and a renewed interest is manifested in Mexico's scientific and humanistic achievements. Social and political action is taking

more militant forms. Some of the most significant recent gains have been in higher education, with the increase in Mexican-American enrollment and the institution of Chicano studies programs. 10 references.

348

Penalosa, Fernando, and McDonagh, Edward C. Social mobility in a Mexican American community. In: Wagner, Nathaniel N., and Haug, Marsha J., eds. *Chicanos: Social and Psychological Perspectives*. Saint Louis: C. V. Mosby Company, 1971. pp. 85–92.

The hypothesis that upward social mobility increases in a Mexican-American (MA) population by generation and that more acculturated individuals have been the most mobile is investigated. A structured interview schedule was administered to 6 percent of the Mexican descended Spanish-surname adults living in each of five areas of Pomona, California. Data indicate that 40.1 percent of MA adults are upwardly mobile, 31.3 percent nonmobile, and 27.2 percent downwardly mobile. The second generation of MAs experience a higher percentage of upwardly mobile respondents (51.2) and a lower percentage of downwardly mobile respondents (22.1) than earlier or later generations. The second generation similarly enjoys the highest average income, the highest occupational status, and is overrepresented in the highest status residential areas. Upwardly mobile MA respondents are better educated, more often prefer English, are more likely to be Catholic, and have a greater degree of class awareness. Upwardly mobile MAs retain their Mexican ethnic identification and no significant relationship is found between vertical and horizontal mobility in this MA population. It is suggested that the shedding of lower class culture rather than ethnicity is most related with upward mobility. 27 references.

349

Petersen, Barbara, and Ramirez, Manuel, III. Real ideal self disparity in Negro and Mexican-American children. *Psychology*, 8(3):22–28, 1971.

An attempt to obtain a quantitative measure of degree of self-rejection among minority group children is reported. It was predicted that Negro and Mexican-American children would obtain a greater discrepancy between their real and ideal selves than would Anglo children. The results supported the hypothesis. Both minority groups of subjects obtained significantly higher scores than the Anglo subjects. The Real Ideal Scale proved to be a productive research instrument. It revealed through item analysis, the self-concept which Mexican-American and Negro children share in common as minority group

members. It also provided evidence as to the self-concept which is unique to each ethnic group. No references.

350

Phillipus, M. J. Successful and unsuccessful approaches to mental health services for an urban Hispano-American population. ***Journal of Public Health,*** **61(4):820–830, 1971.**

The experiences of a mental health team in determining successful and unsuccessful approaches to mental health services in an urban Hispano population during a 2-year period are presented. Language and cultural considerations as well as the problems of traditional mental health methods are discussed. An outline of successful methods that might be utilized is provided. Successful approaches and recommendations found are as follows: (1) Accessibility; a team composed of members from different disciplines should be placed directly within the neighborhood which is to be served. (2) Mental Health Patients Registered by Mental Health Personnel; a bilingual receptionist is indispensable and is one of the most important team members. (3) Crisis Orientation of Team Personnel; a new patient should be seen as soon as possible and no waiting lists should be established. (4) Necessity of Having Spanish-Speaking Personnel; the more Spanish-speaking staff in mental health the greater the effectiveness on the Hispano population. (5) Use of Drop-In Room; services should be accessible and immediate in response to anticipated recurring crises. (6) Community Involvement; a board consisting of representatives indigenous to the community should serve to reflect the needs of the general community. (7) Relationships with Medical Services in the Health Centers; it is important not to separate the two services but to make them easily accessible to the community. It is concluded that successful approaches and recommendations might be generalized to other mental health programs to suit the particular needs of the Spanish-speaking population. 5 references.

351

Pierce-Jones, John; Reid, Jackson B.; and King, F. J. Adolescent racial and ethnic group differences in social attitudes and adjustment. ***Psychological Reports,*** **5(3):549–552, 1959.**

The hypothesis that white (i.e., Anglo and Latin American) and Negro adolescents of similar mental ability levels differ in selected orientations toward society and its institutions and in personal-social adjustment is tested. Subjects were 252 Texas seventh grade pupils (84 Anglos, 84 Latin Americans, 84 Negroes). The self-report instruments used were the Children's Anxiety Scale (CAS) and several Cooperative Youth

Study (CYS) scales designed to measure: negativism toward society; criticism of education; family tensions; feelings of social inadequacy; and personal adjustment status. Data indicate that the only measure which distinguishes reliably between white and Negroes is the CYS scale, "Negative Orientation to Society," on which Negroes score highest and Anglos lowest. This difference is interpreted in terms of intergroup relations and socialization theory rather than by means of any biracial concepts. Other significant differences obtained appear to be interpretable within a framework emphasizing the relations of the Latin Americans to a more socially visible, accessible, or psychologically unified cultural group; that is, the dominant Anglo-American culture or the clearly visible but socially devalued Negro caste. 6 references.

352

Pinkney, Alfonso. Prejudice toward Mexican and Negro Americans: A comparison. *Phylon*, 24(4):353–359, 1963.

A comparison of the attitudes of an Anglo-American (AA) sample in one city toward Mexican-American (MA) and Negro American (NA) groups attempts to determine if there are differences in the expressed nature of prejudice directed at these two ethnic minority groups. A random sample of 319 AA adults were interviewed in reference to their attitudes toward the local policy (relations) and general rights of the two ethnic minority groups. Findings indicate that on the whole, AAs approved of greater integration of MAs than NAs into the community. The order in which AAs are willing to approve of the policy items is the same: greatest disapproval of integrated housing, and greatest approval of integration in employment in department stores. The differences in responses are significantly more in favor of integration with the MA than with the NA. Many of the AAs feel that MAs and NAs should be deprived of the rights they themselves enjoy. In each case AAs are willing to accord greater rights to MAs than to NAs. A majority of the respondents feel that both groups should have the right to equal employment, while few feel that they should have the right to equality in housing. There appears to be a greater willingness to grant rights as a matter of local policy than to accept them. The differences in attitudes may be attributed, in part, to the general feeling among AAs that race is a function of skin color and that the closer a minority approaches the dominant group trait, the more acceptable are its members. 6 references.

353

Puerto Rican youth speaks out. *Personnel and Guidance Journal*, 50(2):91–95, 1971.

Eleven perceptive Puerto Rican youths from New York City participated in a discussion concerning their opinions about counselors. They responded to the following questions: 1) Are there problems that are special to the Puerto Rican? 2) What are some positive characteristics of the Puerto Rican that educators do not know about? 3) Why does a counselor or teacher not recognize these characteristics? 4) What can they do to overcome this problem? A number of possible solutions to student-counselor interactions are offered. Some students believe that if the ratio of students to counselors is significantly high, then any counseling service will be minimal. There is some discussion of the effect of racism and poverty on the counseling process. Also, attention is given to the effect of cultural stereotyping in the educational and counseling setting. The acculturation process is critically questioned by Puerto Rican youth. It is recommended that counselors should have some basic knowledge of the Puerto Rican in terms of language, culture, customs, and family structure. No references.

354

Quesada, Gustavo M., and Aguilar, Mariano. "The communication of Anglo mental health to a Chicano community." Paper presented to the 19th Annual Conference of the International Communication Association, Phoenix, Arizona, 1971. 8 pp. (Xerox)

Discussion of the development of an innovative approach in mental health services in the west side of San Antonio, Texas is presented. Berlos' Source-Message-Channel-Receiver model was employed to help describe the cross-cultural communication of mental health care. The Model Neighborhood Area (MNA) where the field Mental Health Program operates is characterized by low educational attainment, high incidence of disease, instability of the family unit, and high reliance on welfare assistance. Of the 27,000 families residing in MNA, 50 percent have a yearly income of less than $3,000. The MNA is severely deficient in professional mental health personnel. Discussion of the basic structural foundation of the Field Mental Health Program is presented. The entire staff composed of one director, one field supervisor, one youth coordinator, one unit clerk, and nine field workers are all bilingual/bicultural Chicanos. Field workers maintain the assumption that to solve hunger and unemployment is more immediate than to know if an individual is a paranoid schizophrenic. The Field Mental Health Program is a new, innovative channel created and operated by the Mexican-American community to decrease the intercultural gap and to increase the feedback and cross-cultural communication between lower class clientele and professionals. No references.

LOC

355

Ramirez, Manuel. Identification with Mexican family values and authoritarianism in Mexican Americans. *Journal of Social Psychology*, 73(1):3–11, 1967.

An assessment of the degree to which Mexican Americans are identified with Mexican family values and an investigation of whether a positive relationship exists between autocratic family ideology and authoritarian ideology in Mexican Americans are presented. The subjects, 70 Mexican-American and 70 Anglo-American middle-class, Catholic college students, were administered concurrently a Mexican Family Attitude Scale and the California F Scale. Results indicate that Mexican Americans scored higher on both scales than did the Anglo-Americans. A significant positive relationship between high agreement with the items of the attitude scale and high scores on the F scale is found in the data of the Mexican Americans. The results confirm the observations of Adorno et al., and Levinson and Huffman. Comparison of the family attitude pattern of the Mexican American with that of Mexicans and Puerto Ricans discloses that the Mexican-American value systems reveal signs of Americanization in the form of a decrease in the authority of the male. Mexican Americans agreed on the Mexican family values of conformity, strict childrearing, and authoritarian submission. Detailed discussion of the findings is presented. It is hypothesized that Mexican Americans may be experiencing conflicts as a result of acculturation stress and cognitive dissonance in the area of civil rights. 11 references.

356

Ramirez, Manuel. Identification with Mexican-American values and psychological adjustment in Mexican American adolescents. *International Journal of Social Psychiatry*, 15(2):151–156, 1969.

An investigation of value conflicts and psychological adjustment in third generation Mexican-American (MA) high school students is presented. The subjects were of lower-middle socioeconomic class between the ages of 13 and 18 with an equal number of males and females. Subjects were administered a 29-item attitude scale of MA values. The items were responded to on a 7-point scale ranging from "agree very much" to "disagree very much." The 10 subjects who scored the highest on the attitude scale were labeled 1-Gs (greatest agreement with MA values) and the 10 who scored the lowest were classified as Rs (rejection of MA values). Subjects in both the R and 1-G groups were administered the 200-item Bell Adjustment Inventory. Data reveal that the scores obtained by both R males and females on the Home Adjustment scale are within the unsatisfactory and poor range, respectively. The mean score

of the R females on the Health Adjustment scale is also indicative of maladjustment. The score of 1-G females in the Submissiveness scale is interpreted as extreme submissiveness in interpersonal relations. Bicultural individuals experience a variety of adjustment problems which appear to be related to the relation they adopt to value conflicts experienced in the process of cultural transfer. The severe interpersonal conflicts with parents and other members of the family reported by R subjects may be related to their health problems and stress. It is suggested that whenever a person finds himself caught between two opposing sets of values and decides to reject one of the sets, he becomes overwhelmed by feelings of guilt and self-derogation. This occurs because the values rejected are associated with a person important to the subject, usually a parent. 11 references.

357

Ramirez, Manuel, III. The relationship of acculturation to educational achievement and psychological adjustment in Chicano children and adolescents: A review of the literature. ***El Grito*****, 4(4):21–28, 1971.**

The literature is reviewed in order to determine whether identification with his ethnic group is an asset or a liability for the Chicano. Studies relating acculturation to education indicate that the reinforcement a child receives from the school for identification with the Mexican-American value system is critical in understanding the relationship between acculturation and academic achievement. In schools where the child is supported for his "Chicanismo," achievement is not different from non-Chicano comparison groups. It was also noted that socioeconomic variables are central to the issue. Middle-class Spanish-surnamed students, in a study reviewed, indicated that acculturation to family values was negatively related to performance in school. Results of studies relating acculturation to personality are easier to interpret. These studies show that acculturation which similarly reduces the Chicano's identity with his ethnic group tends to result in negative consequences for psychological adjustment. Longitudinal research focusing on how the social milieu and socioeconomic class interact with acculturation to affect personality and educational achievement is recommended. 10 references.

358

Ramirez, Manuel, III. Social responsibilities and failures in psychology: The case of the Mexican-American. ***Journal of Clinical Child Psychology*****, 1(1):5–6, 1971–1972.**

The results of a recent survey conducted by the Association of Psychologists for La Raza illustrate the underrepresentation

200

of the Mexican American (MA) in psychology. Only 13 MAs with doctorate degrees in psychology were found. Certain issues of the civil rights movement which require a psychologist's expertise are affected by the shortage of trained psychologists. For example, Chicano psychologists are needed to develop new instruments which not only reflect the communication style of the MA child, but his cognitive and incentive-motivational styles as well. Since MAs may be misdiagnosed as pathological by many personality assessment instruments which contain culturally-loaded items such as are found in the Child Manifest Anxiety Scale and the Minnesota Multiphasic Personality Inventory, a reexamination of these instruments and their interpretations is also necessary. Research is needed to probe the theories of psychological development (that are culturally exclusive) which have led social scientists and educators to the conclusion that the MA culture interferes with the intellectual and social development of the Chicano child. Mental health services to the MA are also in doubt since few mental health personnel are bilingual and familiar with the value system of the MA. Active recruitment of Chicanos into the field of psychology is suggested so that some of the mentioned problems can be solved or alleviated. 8 references.

359

Ramirez, Manuel III; Taylor, Clark, Jr.; and Petersen, Barbara. Mexican American cultural membership and adjustment to school. *Developmental Psychology*, 4(2):141–148, 1971.

An attempt to test the hypothesis that there are differences in motives, attitudes, and behaviors toward education among Anglo-American (AA) and Mexican-American (MA) students is made. MA and AA junior high and high school students of the lower socioeconomic class were administered an attitudes-toward-education scale and a projective test consisting of pictures for which they were asked to respond with stories. The results show that the MAs express views toward education which are less positive than those of AAs. On the projective test, MAs scored higher on need Power and need Rejection and lower on need Achievement than did AAs. MA males scored higher than AA males on need Succorance and need Aggression toward females. MA females scored higher on need Autonomy than did AA females. The MAs adjustment to school is hindered by his avoidance reaction to school and school personnel as evidenced by his high score on need Rejection. It is concluded that these findings are the results of differing value orientations of AA and MA groups. Recommendations for improving the academic success of MA students are offered. 11 references.

360

Ramirez, Santiago, and Parres, Ramon. Some dynamic patterns in the organization of the Mexican family. ***International Journal of Social Psychiatry,*** **3(1):18–21, 1957.**

An examination of the dynamic patterns in the organization of the Mexican family is presented. A sample of 635 families, 500 obtained from the records of the Hospital Infantil (Children's Hospital) in Mexico City and 135 from the Centers for Mental Hygiene, were analyzed. Three basic dynamic tendencies mentioned are: 1) the intense mother-child relationship during the first year of life which is probably explanatory of the majority of the positive values in the Mexican culture; 2) the dilution of the father-child relationship; and 3) the traumatic rupture of the mother-child relationship at the birth of the next sibling. General data indicate the Mexican family is formed in 65 percent of the cases by a biosocial unit, the father, the mother, and the offspring. In 32 percent of the cases the father is absent because of death or because of abandonment. The abandonment of the father coincided in 70 percent of the cases with the wife's pregnancy. In the families sampled, the number of pregnancies is 5.8 children per mother with 0.98 percent of abortions per mother. The percentage of live children is almost five per family. It is frequent that these children are of different fathers, all the more so as the sociocultural level goes down. Much of the identity of the Mexican man comes from the mother while later in life he reacts against her. Discussions of the effects of abandonment by the father are provided. 1 reference.

361

Rapier, Jacqueline L. Effects of verbal mediation upon the learning of Mexican-American children. ***California Journal of Educational Research,*** **18(1):40–48, 1967.**

An investigation into the role of verbal mediation in the learning of Mexican-American children is presented. Two experiments were conducted with third and fourth grade Mexican-American (MA) and Anglo-American (AA) children serving as subjects. The first experiment studied the role of verbal mediation in the facilitation of concept discovery. The second experiment studied the effects of supplying the necessary mediating links on paired-associate learning. The findings indicate that: (1) Older children make more frequent use of mediating cues to facilitate their learning than younger children. (2) On the training discrimination the difference between the two nationality groups fell short of significance. (3) Dull MAs did not perform as well as the other groups on reversal shift. (4) Reversal shift was easier than nonreversal shift for the total sampling. (5) Medi-

ated learning occurred in both nationality groups. (6) The dull MAs showed much better ability to make use of mediated links in learning new connections than did dull AAs. The findings suggest that the MA's learning disability may not be due to the inability to spontaneously verbally mediate, but to the lack of a reservoir of verbal associations which can be evoked in any new learning situation. As a result, MAs must continually learn new connections and the result is that their learning resembles that of a retarded child. Planned language experiences are recommended for children from verbally deprived environments in order to help them pass through various stages of verbal development. 4 references.

362

Redlinger, Lawrence J., and Michel, Jerry B. Ecological variations in heroin abuse. ***Sociological Quarterly*****, 11(2):219–229, 1970.**

A study was made to examine the relationships between the ecological distribution of heroin addiction in San Antonio, Texas, and measures of socioeconomic status and minority group status. Census tracts constituted the basic unit of analysis; a sample of 185 addicts was obtained (143 volunteer patients and 42 patients under Federal sentence). Median years of schooling completed, median family income, percentage of unemployed males, and percentage of overcrowded dwellings were used as indicants of socioeconomic status. Findings largely corroborated prior sociological research on heroin abuse. Rates were inversely related to social rank, median family income, and median years of school completed. Addiction sustained direct relationships with percentage of male unemployment and overcrowded housing. The strongest predictor of heroin addiction is the percentage of Mexican Americans in the tract population, but for them, educational and ethnicity variables interact. Rates of heroin abuse in San Antonio were not associated with percentages of blacks, an anomaly since in other areas there is a high association. Differential accessibility of drugs was the major factor in greater narcotics abuse by Mexican Americans than by blacks. Supplies of illicit drugs come from Mexico and are only sold to Mexican Americans, and Mexican Americans do not trust blacks and will not sell to them. 19 references.

363

Reilley, Robert R., and Knight, Glenn E. MMPI scores of Mexican-American college students. ***Journal of College Student Personnel*****, 11(6):419–422, 1970.**

An investigation of the differences in Minnesota Multiphasic Personality Inventory (MMPI) scores of Spanish-surnamed (SS) and non-Spanish-surnamed (NSS) freshmen college stu-

dents at a Southwestern American university is presented. The personality inventory was administered to approximately 200 subjects whereby 136 were randomly selected and divided into two groups of 68 each. A two-by-two factorial analysis of variance was used to analyze the data. Seven significant differences between mean scores of groups were found: L scores between races; D score between sexes; Pa scores between races; interaction on Pt; interaction on Sc; Si score between sexes; and interaction on Si. The higher L score of the SS group could reflect strict moral principles or overtly conventional attitudes. The NSS group's higher Pa scale score could indicate a tendency toward being more subjective, sensitive, concerned with self, and less trusting of others. The SS male and the NSS female subjects scored higher than their counterparts on: Pt, indicating worry and anxiety; Sc, reflecting social alienation, sensitivity, worry, and the tendency to avoid reality by use of fantasy; Si, tending toward introversion, modesty, and shyness. Female subjects score higher than males on D and Si scales. Both these high scores relate to introversion, shyness, and modesty, while the D score has the added implication of tendency to worry, lack of self-confidence, and reaction to stress with depression. Caution in the interpretation of profiles of college studentes is suggested. 12 references.

364

Remmers, H. H. Cross-cultural studies of teenagers' problems. *Journal of Educational Psychology*, 53(6):254–261, 1962.

Representative stratified samples of more than 5,000 teenagers in school in the United States, Puerto Rico, West Germany and India are compared on a Science Research Associates Youth Inventory. This inventory consists of a problems check-list which was adapted to each of the cultures surveyed. Mean scores, reliability estimates, intercorrelations of subscale scores, and factor analyses of these matrices all lead to the facts that (a) the measuring instrument is highly reliable, (b) teenagers' self-perceived problems can be comparably measured across widely different cultures, (c) rankings of problem areas across cultures are highly similar, (d) health problems are of least concern and post-high-school problems of most concern. The amount and intensity of worry varies greatly across cultures. 13 references.

365

Reyes de Ahumada, Isabel; Ahumada, Rene; and Diaz-Guerrero, Rogelio. Consideraciones acerca de la estandarizacion de pruebas a Latino America, con ilustraciones de la adaptacion del WISC a Mexico. [Considerations with regard to the standardization of tests to Latin

America, with illustrations of the adaptation of the WISC to Mexico.] ***Revista Mexicana de Psicologia,*** **2(10):813–823, 1966.**

The basic problems that develop in adapting and standardizing an intelligence test to a culture which differs from that in which the test originated are discussed. The sample employed for obtaining the data consisted of 444 students in three Mexico City schools, taken in equal numbers from the first and fourth years of primary school and first year of secondary school. The obstacles encountered in standardizing the United States' version of the Wechsler Intelligence Scale for Children (WISC) to Mexico are separated into two major categories—generic criteria and specific steps. Generic criteria refers to the rigorous maintenance of the same scientific methodology employed in adapting the original test, and the justification for all modifications in the order of difficulty and sociocultural and socioeconomic differences. The specific steps discussed and illustrated are: (1) obtaining a sample that is both extensive and representative of the population to which the scale will be standardized; (2) translation and adaptation of the test items to more adequately modify them for the new Mexican version; (For example, a sociocultural question such as "What is celebrated on the 4th of July?" must be both translated and adapted to the Mexican equivalent, "What is celebrated on the 16th of September?") (3) administering the complete scale to the subjects, using all the items of each subtest; (The Castilian version of the WISC which is used in Puerto Rico was utilized in Mexico with very few modifications.) (4) determining and rearranging the new order of difficulty that will have to be applied on a given subtest; (5) relating the difficult problems that must be considered when modifying the WISC for use in a different sociocultural and socioeconomic context. 16 references.

366

Richardson, Stephen A., and Royce, Jacqueline. Race and physical handicap in children's preference for other children. ***Child Development,*** **39(2):467–480, 1968.**

The relative salience of skin color and physical disability in establishing children's preference for other children is examined. A rank-order preference of drawings in which color and handicap were systematically varied was obtained from 298 males and 389 females, ages 10 to 12 of lower income Negroes, white, and Puerto Rican, and of upper income white Jewish family backgrounds. The results show that the subjects' preference ranking of the most and least liked drawing of children with and without physical handicaps is not altered by the additional variable of skin color. For all subjects, the nonhandicapped drawing is judged "most liked" regardless of color, and the

obese drawing (for girls) or the forearm amputation drawing (for boys) is the "least liked" regardless of color. There is slight evidence that skin color influences the female subjects' choices more than males by their preference for the white picture. 14 references.

367

Rieber, Morton, and Womack, Marceleete. The intelligence of preschool children as related to ethnic and demographic variables. *Exceptional Children*, 34(8):609–614, 1968.

A comparison on the intelligence of preschool children from three ethnic groups is made. A group of 568 Negro, Latin American, and Anglo siblings from families with incomes in the lowest 20 percent for the community were administered the Peabody Picture Vocabulary Test. Approximately one-fourth were retested after 5 weeks in a Headstart preschool program. The average IQ for Anglos is 85.0, for Negroes 69.0, and for Latins 50.3. Children who scored in the lowest quartile were compared with those in the highest on a number of economic and family variables. Income and educational level of parents, size of family, and maternal employment were found to differ for the two groups. Those children who were retested all made significant gains. These results indicate that the type of experiences offered by the Headstart program are generally missing in their home environment and perhaps their poor showing on the Peabody can primarily be attributed to a broad form of stimulus deprivation. The large differences in average IQ's of the Latin, Anglo, and Negro children are difficult to account for because comparisons across racial groups involve differences in caste as well as in social class and controlling, for one does not eliminate the other. 10 references.

368

Riegel, Klaus F.; Ramsey, Robert M.; and Riegel, Ruth M. A comparison of the first and second languages of American and Spanish students. *Journal of Verbal Learning and Verbal Behavior*, 6(4):536–544, 1967.

The assumption that second-language learning should result not only in an increase in vocabulary but also in an approximation to the conceptual semantic structure of the target language is tested. Twenty-four American and 24 Spanish subjects gave restricted associations both in English and in Spanish to 35 stimuli under seven different instructions. Second-language learners left more blanks in their records than native speakers. This was especially true for American subjects studying Spanish. In both languages, the response variability was greater for Spanish than for American subjects. However, American

subjects were superior when the degree of conceptual clarity was analyzed by counting the response repetitions per stimulus that occur under different task instructions. Interpretations are in terms of growth of vocabulary and in terms of the acquisition of the conceptual, semantic systems of the target language. Results suggest that formal language training in college settings encourages the identification of the conceptual semantic structure of the target language, whereas the informal training in everyday communication leads to a fast increase in vocabulary and in verbal fluency. 19 references.

369

Roberts, Alan H., and Erickson, Robert V. Delay of gratification, Porteus Maze Test performance, and behavioral adjustment in a delinquent group. *Journal of Abnormal Psychology*, 73(5):449–453, 1968.

The relationships among a behavioral and verbal measure of delay of gratification, Porteus Maze Test measures of planning ability and foresight (TQ), impulse control (Q), and school adjustment ratings for delinquent adolescent males were explored. The subjects consisted of 30 Spanish Americans, 10 Anglo-Americans, 5 Navajo Indians, and 5 Negroes. Both measures of delay of gratification are significantly related to the Porteus measures and the adjustment ratings. That is, ability or willingness to delay gratification is related to short-term adjustment in a restrictive training school situation. Delay of gratification is also found to be related, in part, to age and ethnic group membership, but not IQ. The findings were replicated in a Spanish-American subgroup of the total sample except for the relationship between TQ and the behavioral measure of delay. With the exception of TQ, a high degree of communality among the various measures was demonstrated. The findings support the construct validity of the Porteus Maze Test and further suggest that the construct delay of gratification is a particularly powerful one deserving further investigation. 17 references.

370

Roberts, Alan H., and Greene, Joel E. Cross-cultural study of relationships among four dimensions of time perspective. *Perceptual and Motor Skills*, 33:163–173, 1971.

The differences in the internal structure of time perspective (extension, location, kinesis) for three ethnic groups, Anglo-American (AA), Spanish American (SA) and American Indian (AI) of two age groups (10 and 16 years) and in two thematic content areas (religious and social) are investigated. Two content stimulus cards were randomly assigned to subjects from each ethnic-age subgroup. Data indicate that the extension

measure (length of time action in the story) shows significant differences for content. The social stimulus cards produce more 1 hour and fewer short extensions than do the religious cards. For location (past, present or future time setting) only the combined effect of ethnic group and content is significant. SA's and AI's both begin more religious stories in the past than do the AA. In general, there is a tendency for the older groups to tell more stories beginning in the past while the younger begin with the present. The kinesis measure (shift in time setting) shows significant differences for both ethnic group and age. The AA's have a greater tendency than the other groups to shift from one time location to another. The AI's tend to stay in a single temporal location while the SA resides between the two groups. The younger subjects change temporal location in their stories less often than do the older subjects. The findings suggest that the SA and AI groups resemble each other more on temporal aspects of religious values, while SA's and AA's more closely resemble each other in the temporal aspects of social values. 20 references.

371

Roca, Pablo. Problems of adapting intelligence scales from one culture to another. ***Revista de la Asociacion de Maestros*****, 13(2):46–47, 66–67, 1954.**

The translation and adaptation of three intelligence tests, the Wechsler Intelligence Scale for Children (WISC), the Stanford-Binet (S-B) Scale Revised, form L, and the Goodenough Intelligence Test, into Spanish for use with Puerto Rican school children are presented. Use of the translated versions of the WISC and S-B indicates that numerous changes in vocabulary items and placement of translated items are necessary for maintaining difficulty level. Despite these changes, data indicate that in general the Puerto Rican child scores lower than the American child. With the WISC, the average IQ for Puerto Rican children is 87.94 and with the S-B, form L, it is 95.65. In the case of the Goodenough test the norms for the different ages were also found to be lower with the exception of ages 5 and 6, which were selected from private schools. There is no doubt that no matter how well an intelligence scale is adapted from one culture to another, there are cultural differences which make the children from the second culture (e.g., Puerto Rican) score lower than those from the first. The proper interpretation of these facts is to consider whatever average is obtained as equivalent to an IQ of 100. 2 references.

372

Rodriguez, Ismael D. Group work with hospitalized Puerto Rican patients. ***Hospital and Community Psychiatry*****, 22(7):219–220, 1971.**

A group therapy project developed for Puerto Rican patients in a Veterans Administration hospital is described. The Spanish-speaking group was effective in overcoming some of the emotional and reality problems of the patients by removing the language obstacle which was thought to be detrimental to ego strength. A major outcome of the program was group placement in the community.

373

Rodriguez, Leonardo, and Kimmel, H. D. Discrepancia entre el yo real y el yo ideal en Puerto Rico y los Estados Unidos. [The discrepancy between the real-self and the ideal-self in Puerto Rico and the United States.] ***Revista Latinoamericana de Psicologia*****, 2(3):353–365, 1970.**

The hypothesis that the discrepancy between personality test performance under instructions to describe yourself the way you actually are (Real-Self) and performance under instructions to describe yourself the way you would like to be (Ideal-Self) depends upon the relative stability of cultural values and ideals, is examined. In a culture with relatively stable and long-term values, such as the United States, a large discrepancy between Real- and Ideal-Self has been reported, the ideal being more closely in line with the "culturally desirable." In a culture recognized to be in a state of considerable flux, such as Puerto Rico, a smaller discrepancy between Real- and Ideal-Self is expected since the cultural ideal is not clearly identified. Two hundred and twenty-three—118 females and 105 males—Puerto Rican college students between the ages of 18 and 21 years were administered a Spanish translation of the Pensacola Z Personality Survey. The results show that while the Puerto Rican sample matched the original U.S. sample under the Real-Self instructions, their Real-Ideal discrepancy is significantly smaller as predicted. The results support the potential usefulness of the Real-Ideal discrepancy methodology in the study of cultural influences on personality. 21 references.

374

Rogler, Lloyd H. Does schizophrenia disorganize the family: The modification of an hypothesis. In: Rosenthal, D. ***The Transmission of Schisophrenia*****. Oxford: Pergamon Press, 1968. pp. 129-135.**

As part of a conference presentation on the transmission of schizophrenia, a study of its disorganizing effect on the family is discussed. The hypothesis is that such a severe mental disorder would have a marked disruptive effect, based on the assumption that personal and social disorganization are interrelated. Emphasis is placed on the effect of schizophrenia on the lower-class Puerto Rican family. The data indicate that schizophrenia's destructive effect on the family is dependent

upon the sex role of the afflicted family member; the hypothesis therefore applies to the families in which the husband is afflicted. 1 reference.

375

Rogler, Lloyd H., and Hollingshead, August B. The Puerto Rican spiritualist as a psychiatrist. *American Journal of Sociology*, 67(1): 17–21, 1961.

A preliminary study of schizophrenia in the lower class in San Juan, Puerto Rico, suggests that spiritualists often serve as psychiatrists and that spiritualism functions as a therapeutic outlet for mental illness. Systematic interviews were obtained from mentally ill persons, ranging from mild neurotics to severe psychotics, from their spouses, and from a series of individuals diagnosed as having "no mental illness" by qualified psychiatrists. Interviews with spiritualists and subsequent participation in their sessions in order to observe the interactions and reactions of their patients provided further data. Spiritualism actively provides social meanings to its troubled participants. In the lower class, it is coterminous with social life, woven into the intimate trials, strife and personal turmoil that enmesh the members of a socially and economically deprived stratum. A mentally afflicted individual, alienated from his social group by his deviant behavior may find that a group of spiritualists accept his behavior. Participation in a spiritualist group serves to structure, define, and render the aberrant behavior institutionally meaningful. Spiritualism serves the afflicted without the stigma of attending a psychiatric clinic. 15 references.

376

Rogler, Lloyd H., and Hollingshead, August B. *Trapped: Families and Schizophrenia*. New York: John Wiley and Sons, Inc., 1965. 436 pp.

This is an exploratory study of interrelations between the performance of social roles in Puerto Rican families and schizophrenia. In comparing information on three generations of family members and family groups, it was the intent to answer three questions: (1) Do the life histories of persons who develop schizophrenia differ from those of persons who are not schizophrenic? (2) When and under what circumstances do persons who become schizophrenic exhibit the symptoms characteristic of schizophrenia? (3) What effect does schizophrenia in a husband or a wife have on the family? Forty families were selected for study. In the control group of 20 families neither the husband or wife suffered from schizophrenia. In the experimental group one or both of the spouses was afflicted with schizophrenia. All subjects are between 20 and 39 years of age,

are in the lowest socioeconomic class, and have never been treated for mental illness. Extensive interviews with the families reveal that the husbands or wives who are schizophrenic do not differ in childhood, youth, or early adult life histories from the mentally healthy men and women. Analyses show that in the year preceding the onset of schizophrenia, the sick men and women report more economic, social, and physical problems than the well families. As the stresses continue to increase, the person begins to exhibit the behavior that the society defines as *locura*. Once schizophrenia is clearly apparent the extended family structure offers aid to the afflicted family ranging from token to total support. Whether the husband or wife's family offers support depends on which of the two is afflicted. The wife of a sick husband receives support from her relatives, the husband of a sick wife obtains aid from his relatives. Women are shown to be better able to cope with their sick husbands while the families of sick wives often fall into disorganization. 45 references.

377

Romano-V., Octavio I. Charismatic medicine, folk healing, and folk sainthood. *American Anthropologist*, 67(5):1151–1173, 1965.

An elaboration upon the nature of differences between folk healers is advanced in the hope that new theoretical directions for studies will focus upon the folk-medical world. The paper begins with an outline of an empirical mode consisting of traditional behavioral directions which govern the life of the south Texas Mexican American (i.e., community vs. the Atomistic Social Order). Following the outline is the presentation of a healing hierarchy consisting of relative social positions associated with differential healing achievement. Finally, a specific case of Don Pedrito Jaramillo is discussed in terms of his ascendancy in the healing hierarchy from an obscure figure to a famous healer with a reputation of folk sainthood. The analysis of Don Pedrito's social commitment shows him occupying the behavioral sector of communality, cooperativeness, and mutual assistance. In addition Don Pedrito showed many other traits which point toward an individual manifestation of an influence which appears to be fundamentally charismatic. The case of Don Pedro Jaramillo suggests a reexamination of historical cases which have been called charismatically innovative. It is further suggested that for folk medicine in general, future research is possible in terms of differential healer achievement and social theory. 19 references.

378

Romano-V., Octavio I. The anthropology and sociology of the Mexican Americans. *El Grito*, 2(1):13–26, 1968.

A review of contemporary social science literature pertaining to the Mexican American (MA) is presented. It is shown that all social scientists have relied upon the concept of traditional culture in order to describe the foundations of MA culture, to explain the existence of MAs, and to use the idea of traditional culture for empirical investigation. Social science studies have dealt with MAs as an ahistoric people. A list of stereotypes derived from contemporary social scientists are compared to those held by people during the American frontier. There has been no significant change in views toward the MA for the past 100 years. These social scientists are busily perpetuating the very same opinions of Mexican culture that were current during the Mexican American War. The views are pernicious and degrading in that they obliterate history and then rewrite it in such a way as to eliminate the historical significance of MAs. Historically, MAs have been, and continue to be, a pluralistic people. They cannot be described according to a simplistic formula, despite the strident assertions made by social scientists that insist upon the antiquated idea of a bipolar process of change. It is recommended that the concept of traditional culture as presently used by social scientists be totally dismissed. Instead the concept of the historical culture must be adopted. 8 references.

379

Rosen, Carl L., and Ortego, Philip D. Language and reading problems of Spanish speaking children in the Southwest. *Journal of Reading Behavior*, 1(1):51–70, 1970.

Five major categories of language problems of Spanish-speaking children are reviewed: (a) the vague definition of bilingualism, (b) inadequate timing of second language instruction, (c) improper learning context for second language instruction, (d) language equivalence on a bilingual scale, and (e) dealing with individual differences attributable to individual child status. The difficulties involved in a number of current approaches used to teach reading to Spanish-speaking children are discussed, and the necessity for developing new and more appropriate techniques, i.e., linguistically oriented reading materials, a language experience approach, and a bilingual approach based upon the unique needs of the Spanish-speaking child is emphasized. It is concluded that while no approach should be considered a panacea, a number of techniques appear promising. 70 references.

380

Rosenberg, Bernard, and Bensman, Joseph. Sexual patterns in three ethnic subcultures of an American underclass. In: Thornburg, H.

***Contemporary Adolescence*: *Readings*. Belmont, Calif: Brooks/Cole, 1971. pp. 94–107.**

Three American ethnic subcultures, all consisting of transmigrated groups living in poverty, were studied and the sexual patterns of the youth described. The groups consisted of white Appalachians living in Chicago, Negroes in Washington, D.C., and Puerto Ricans in New York. Sharply differentiated patterns of sexual behavior, involving conquest, sex education, sex misinformation, attitudes toward females, responsibility, and affect were discovered, and these patterns are reflected in the language of the subcultures, particularly in the argot. The underclass sexual mores differ from those of the American middle class, but not more than they differ from each other among the three ethnic groups. Sexual practices are related to general lifestyles, and reflect ghettoization, subcultural isolation, and short-range hedonism in groups only recently transplanted from their rural areas or origin.

381

Rosenberg, Bernard, and Silverstein, Harry. Fighting. In: Rosenberg, B. *The Varieties of Delinquent Experience*. Waltham, Mass: Blaisdell, 1969. pp. 77–95.

The fighting behavior of three study groups of adolescents, Southern whites in Chicago, Puerto Ricans in New York, and Negroes in Washington, is described, partially in their own words. Personal assault is an ever present threat in a slum, but variations in the way violence occurs in each area are noted. In Chicago, hostility toward minority groups is a major cause for fighting, although many times antipathy is not admitted. In Washington, the Negroes were much more likely to keep feelings bottled up until some petty thing caused a flare-up. In New York, violence often occurs because of the family; parents hit to punish and the child takes it out elsewhere or he fights to defend a member of his family. 3 references.

382

Rosenberg, Bernard, and Silverstein, Harry. Patterns of sexual behavior. In: Rosenberg, B. *The Varieties of Delinquent Experience*. Waltham, Mass: Blaisdell, 1969. pp. 59–75.

The dating and sexual behavior of adolescents in three study groups, Southern whites in Chicago, Negroes in Washington, D.C., and Puerto Ricans in New York, is described in their own words. In this context a wide variation in speech was noted, which is a rough index of differential association and cultural isolation. Groups living in a slum move toward a linguistic homogeneity made up of ancestral factors and society's symbols. Neither the telephone nor car were important in New York

and Washington, but the car was of central importance to the Chicago boys. They were the only ones who "dated" and the only ones who had physical mobility. Very little concern is shown about contraception by any of the groups. Early marriage is often a result. 3 references.

383

Rosenberg, Bernard, and Silverstein, Harry. Stealing. In: Rosenberg, B. *The Varieties of Delinquent Experience*. Waltham, Mass.: Blaisdell, 1969. pp 97–117.

Stealing was found to be almost universally practiced by adolescents in three study groups, Southern whites in Chicago, Puerto Ricans in New York, and Negroes in Washington, D.C. Cars and car parts were the main items stolen in Chicago; New York theft usually was caused by a drug habit; Washington theft was often drug centered. Shoplifting was very commonly practiced in all three cities, and although a few persons—notably drug addicts—act alone, most stealing is done with friends. 3 references.

384

Rosenblatt, Aaron, and Wiggins, Lee M. Characteristics of the parents served. *Social Casework*, 48(10):639–647, 1967.

Characteristics of participants in the education and neighborhood action for better living project were compared with families seen by family service agencies and those seen in a parent education program. Project participants were significantly different from regular attenders in the other groups and, in fact, differed little from the nonattenders and refusers in these other groups. Within the project itself few differences were found between regular attenders and dropouts. Data suggest that the persons reached were more deprived than those in the comparison groups, that the more enterprising residents in the disadvantaged communities refused to join the project, and that the project was slightly less successful in retaining as members Negroes, Mexican-Americans, and persons with less than high school education than it was retaining white clientele and persons with more education. 6 references.

385

Rosenquist, Carl M., and Megargee, Edwin I. *Delinquency in Three Cultures*. Austin: Hogg Foundation for Mental Health, 1969. 554 pp.

Results of a cross-cultural, cross-national investigation to compare differences between delinquents and nondelinquents in Anglo-American, Mexican-American and Mexican national ethnic groups are reported. Included are a large number of data

to evaluate 300 subjects, including measurements of sociological, psychological, and physiological variables that are thought to be major characteristics of delinquent behavior. Principal emphasis was placed on an attempt to determine if factors that differentiate delinquents from nondelinquents in urban areas of the Northeastern United States would also differentiate sample populations from other cultural groups. Several patterns are traced in the behavior of subjects in all three findings, and their consistency with other reports is examined. General agreement in the characteristics of delinquent behavior among the groups was found, although some noteworthy differences were mainly related to variations in family structure, childrearing practices, and economic opportunities. The implications of the findings for the major theories of delinquency are discussed in detail, as well as their contribution to preventive and rehabilitation programs. 226 references.

386

Rosenthal, Theodore, and Siegal, Bernard G. Magic and witchcraft: An interpretation from dissonance theory. ***Southwestern Journal of Anthropology,*** **15(2):143–167, 1959.**

An attempt to explain magic and witchcraft from a dissonance frame of reference is presented in order to advance a coherent set of tentative hypotheses which may serve as a stimulus to further investigation. The method of exposition is essentially clinical. This paper is divided into three sections the first of which outlines some main ideas on dissonance theory. The second section deals with certain critical dimensions of magic and witchcraft which make them amenable to more systematic cross-cultural testing. It further develops the idea that magic comes into being as a symbolic alternate method of controlling the environment. The last section ties together the developed thoughts and presents a formulation of 10 hypotheses. These propositions form a fairly unified body of postulates which extend and give further articulation to Malinowski's hypothesis that magic aims at technical control over the physical environment. 37 references.

387

Rosenthal, Ted L., and Zimmerman, Barry J. Modeling by exemplification and instruction in training conservation. ***Developmental Psychology,*** **6(3):392–401, 1972.**

Observational learning by middle-class Anglo-Americans, by economically disadvantaged Chicano first graders, and by 4-year-olds on multidimensional Piagetian Conservation tasks is reported. Without further training, imitative conversation was generalized to new stimuli. Verbally praising the model's

responses did not affect performance. A nonconserving model reduced initially conserving children's scores. A nonmodeling instructions procedure did not alter conservation. Providing a rule to explain stimulus equivalence improved responses when both judged equivalence and explanation were required, but not when judged equivalence alone was required. Observing a model conserve without giving explanations increased correct judgments plus rule responses in imitation, indicative of inferential thinking elicited by modeling. The efficiency of modeling techniques for transmitting abstract information and for use in practical pedagogy is discussed. 12 references.

388

Rosenthal, Ted L; Underwood, Billie; and Martin, Marian. Assessing classroom incentive practices. *Journal of Educational Psychology*, 60(5):370–376, 1969.

The motivational effects of an experimental program of pedagogy, designed for culturally disadvantaged children are evaluated relative to a control group of conventional classrooms. The subjects were 155 primary grade classrooms in Tucson, District I. Observations were made on three aspects of interactive behavior, the target to whom the teacher dispensed incentives, the nature of the incentives delivered, and the action of the child(ren) which elicited reinforcement from the teacher. Results reveal experimental classrooms to be characterized by significantly more teacher approval, less teach disapproval, and by more student solicitation of teacher attention than are found in conventional classrooms. These differences, generally obtained in verbal, gestural, and physical-contact response modes, as well as their sums, are further maintained when experimental rooms are compared with conventional rooms within higher and lower socioeconomic status levels separately. A brief observational method for assessing specific classroom incentive practices is provided, and implications of the quantitative results are discussed. 17 references.

389

Rosenthal, Ted L.; Coxon, Mary; Hurt, Jr., Maure; Zimmerman, Barry J.; and Grubbs, Charles F. Pedagogical attitudes of conventional and specially-trained teachers. *Psychology in the Schools*, 7(1):61-66, 1970.

The pedagogical attitudes of elementary school teachers in an experimental program (EP) for disadvantaged Mexican Americans are reported. The attitudes dealt with the applications of contemporary reinforcement and social learning principles, as well as with the needs of culturally disadvantaged children. The EP consisted of making available resource personnel to

assist teachers in their day-to-day activity for a period of at least 1 year. Results reveal that EP teachers score significantly higher than teachers not included in the EP in: encouraging free access to, and exploration of, a wide range of material and experience despite considerations of tidiness of uniformity; emphasizing motivational practice factors in shaping school performance and ultimate, rather than immediate, acquisition; discouraging the repetition of grades and grade placement based on judgments of innate intelligence or "maturational" readiness; discouraging use of censure and criticism as guidance devices. Results also indicate that when the attitudes of teachers with 9 or fewer years of experience were compared with those of teachers having 10 or more years of experience, the newer teachers proved to agree more with the EP philosophy. It is also shown that without training, ongoing contact with culturally disadvantaged youngsters led teachers to induce attitudes in general concordance with EP philosophy but of lower intensity than was accomplished through teacher retraining. It further appeared that, without maintaining such attitudes by continued training, when teachers stopped working with underprivileged children, teacher attitudes became statistically indistinguishable from those of colleagues accustomed to working with middle- and upper-class children. A second study reveals that a short 6-week intensive training program also results in teacher attitude change. 16 references.

39C

Rosenthal, Ted L.; Henderson, Ronald W.; Hobson, Arline; and Hurt, Maure, Jr. Social strata and perception of magical and folk-medical child care. *Journal of Social Psychology*, 77(1):3–13, 1969.

The relationship between social strata and the perception of magical and folk-medical child care practices is studied. Female subjects, 37 Mexican American (MA), 52 lower income Anglos (Low-A) and 50 upper income Anglos (Up-A), rated 10 main assertions related to magical child care healing cures on a 7-point scale during a home interview. Response to an assertion was elicited from the following standpoints: a) most people in your community; b) Mexican Americans; c) Negroes; d) typical Americans; e) yourself. The data reveal that the MA groups accept the main cures significantly more than do the Low-A group which in turn display less rejection of each belief, and their aggregate, than do the Up-A group. Thus not only cultural milieu but also socioeconomic level within Anglo-American society affects acceptance of the healing practices. The sizable group differences derive more from intense disagreement of Anglo women than from strong agreement with the belief complex by the MA group. In regard to cures, the Up-A group differentiates itself from its peer community and from

Negroes, and differentiates its community from MAs, more than either of the two groups. The MA group feels that magical practices are more common in the older generation than do the other women. All groups judged that such cures would be used less often, if at all, by the next generation of mothers. 12 references.

391

Rothenberg, Albert. Puerto Rico and aggression. ***American Journal of Psychiatry*****, 120(10):962–970, 1964.**

The difficulty of Puerto Ricans to self-regulate feelings of aggression and anger is examined. Cultural ideas which tend to emphasize personality qualities such as *dignidad* (dignity) and *hospitalidad* (hospitality) are needed to preserve a social appearance at the expense of inner psychological needs. Thus the adherence to these ideas results in suppression and repression of assertiveness and aggressiveness. Since socially direct assertiveness is frowned upon, maladaptive ways of expressing aggression such as angry outbursts, sudden violence or self-destructiveness lead to serious social problems. For example, non-negligent manslaughter in Puerto Rico in 1961 was 7.1 per 100,000 population as compared to 4.7 per 100,000 population in the United States. Most murders appear to be non-premeditated so-called *crimenes personales*, or crimes of passion. Premeditated murder for monetary gain is almost unheard of on the island. Crimes of violence do not seem to result primarily from anticolonial feelings, ethnic problems, or pecuniary motivations but more from sudden loss of control in personal relationships. It is concluded that much of the present problem is generated by the impact of culture change and a need to adapt to new values and economic problems. Large families and consequent problems in childrearing practices serve to perpetuate problems in handling aggression. 39 references.

392

Rozynko, Vitali, and Wenk, Ernest. Intellectual performance of three delinquent groups of different ethnic origin. ***Journal of Consulting Psychology*****, 29(3):282, 1965.**

An investigation of intellectual test differences among delinquent white, Negro, and Mexican American (MA) California Youth Authority (CYA) inmates is presented. The subjects were administered the California Test of Mental Maturity (CTMM) and the General Aptitude Test Battery (GATB). Three independent studies were conducted with all subjects randomly distributed. The first study contained 78 subjects in each of the three subgroups while the second and third contained 50 in each subgroup. An analyses of variance showed that on the

CTMM for all three studies, the white group scored highest, the Negro group lowest. The MA group was equal to the Negro group in the language portion of the test and tended to occupy an intermediate position between the Negro and white groups on the nonlanguage portions of the test. The Negroes tend to score consistently low on both the verbal and nonverbal sections of the GATB, whereas the whites score consistently high. The MA occupied an intermediate position on the nonverbal tests but were as low as Negroes on the verbal tests. The MA group performed most poorly when good performance depended on either language ability or knowledge of material taught in school and performed best on nonacademic subjects. Test differences between the white and MA group paralleled the differences in educational levels. No references.

393

Rubel, Arthur J. Concepts of disease in Mexican-American culture. *American Anthropologist*, 62(5):795–814, 1960.

The manner in which traditional concepts of health and disease contribute to the maintenance of the Mexican-American (MA) social system in Texas is examined. Five illnesses which are culturally confined to the MA are *caida de mollera* (fallen fontanel), *empacho* (intestine block by a bolus of food), *mal ojo* (evil eye), *susto* (shock), and *mal puesto* (sorcery). The first four illnesses are categorized as *males naturales*, sicknesses from natural cause within the realm of God and *mal puesto* is considered *mal artificial* or outside the realm of God. A description of each of the four illnesses which are conceptually bound together by MAs is presented with case study illustrations. A discussion of the MA familial structure which examines the roles of *hermanos, primo hermanos, concunos, hijas, sobrinas, padrinos* and *compadres* is presented. It is shown that the four illnesses have remained firmly embedded in the MA sociocultural framework despite the introduction of an alternate system of belief and competing healing ways. It is argued that three of the four illnesses function to sustain some of the dominant values of MA culture by emphasizing maintenance of the solidarity of a small, bilateral family unit and by prescribing the appropriate role behaviors of males and females and of older and younger individuals. Those whose orientation is toward adoption of Anglo-American sociocultural behavior tend to disparage these concepts of illness as ingenuous beliefs. The more credulous individuals seize upon every available opportunity to vouch for the authenticity of the illness. The successful effort of the lay curer is always related triumphantly in a manner to suggest that more has been at stake than a simple matter of curing the individual. It is submitted that each success of traditional healing procedures is a vindication of traditional modes which are beset by pressure to change. 7 references.

394

Rubel, Arthur J. The epidemiology of a folk illness: *Susto* in Hispanic America. *Ethnology*, 3(3):268–283, 1964.

An exploratory investigation seeks to assess the extent to which folk illness may be subjected to epidemiological studies. A presentation of some of the general methological problems in studying the folk illness phenomena is followed by an examination of *susto*, a Hispanic-American folk illness. The *susto* syndrome reflects the presence of a trait complex consisting of beliefs that an individual is composed of a corporeal being and one or more immaterial souls or spirits which may be detached from the body and wander freely. These souls may leave the body during sleep. Among peasant and urban groups they may also become detached as a consequence of an unsettling experience. The basic syndrome appears as follows: 1) during sleep the patient evidences restlessness; 2) during waking hours patients are characterized by listlessness, loss of appetite, disinterest in dress and personal hygiene, loss of strength, depression and introversion. Eleven case studies illustrate the circumstances surrounding the onset of a specific case of *susto* and provide some of the social or personality characteristics of the patient. Discussion of the curing rites associated with the *susto* syndrome in various case studies is presented. One of the most noteworthy aspects of the *susto* phenomena is that a basic cure of premises and assumptions (symptoms, etiology, and regimens of healing), recur with remarkable consistency among many Hispanic-American groups. A tentative hypothesis proposes that *susto* illness in societies of Hispanic America may be understood as a product of a complex interaction between an individual's state of health and the role expectations which his society provides, mediated by aspects of that individual's personality. 31 references.

395

Rubel, Arthur J. The Mexican American *palomilla*. *Anthropological Linguistics*, 7(4):92–97, 1965.

The basic organizational features of the Mexican-American (MA) *palomilla*, a voluntary friendship organization, in south Texas are discussed. Generically, *palomilla* refers to an egocentric association of young MA males who interact with some frequency. *Palomillas* are particularistic, personal, voluntary, and noninstrumental; they lack such corporate attributes as group name. Identification with a particular territory, ingroup sentiments, or even persistence over time. The absence of instrumental leaders and the failure of the participants to consistently allocate differential roles to one another are noted. It is in the *palomilla*, rather than in the family, that a boy

becomes a man and learns to express himself as such. It has been suggested that *palomillas* permit young men to conduct themselves in a manner which is quite incompatible with the kind of behavior demanded of them within the structure and values of the MA family. The supportive role of the *palomilla* in two life crises situations, the transition period between betrothal and marriage, and bereavement is shown. Empirical data demonstrates that these amorphous friendship associations are important both to the individual participants and to the society of which they are a part. A MA's involvement in *palomilla* activities is a period in his development within the structure of MA culture and socialization. 8 references.

396

Ruebens, Edwin P. Our urban ghettos in British perspective. *Urban Affairs Quarterly*, 6(3):319–340, 1971.

American urban ghettos are discussed in British perspective. It is noted that some essential and crucial features of the ghetto problem are tending to be submerged and postponed rather than faced and resolved. Among the most crucial features is the interrelationship between the economic and the social aspects of the ghetto. In Great Britain a comparable pattern of colored minorities moving into an industrial economy and a mainly white society is found. It is a flow of immigrants into Britain mainly from the new Commonwealth areas of Asia, Africa, and the West Indies. Most have come since 1954 and settled primarily in the great urban centers, particularly in certain districts. Although much smaller in scale, this pattern is similar in many features to the migrations of southern Negroes and Spanish-culture Puerto Ricans to the northern cities in the United States. Likewise, the impact in Britain has come out in colored protests and white backlashes, including a few violent outbreaks and even the beginnings of black power movements and white youth racist gangs; although, so far, nothing has occurred there on the order of the great urban race riots in the United States during the last few years. 16 references.

397

Rueveni, Uri. Using sensitivity training with junior high school students. *Children*, 18(2):69–72, 1971.

A successful program of sensitivity training for 15 aggressive junior high school students whose behavior had been characterized by destructiveness, truancy, and fighting is described. The experiment was conducted for 2 hours once a week over a period of 5 months in a school in a heavily populated black neighborhood of Philadelphia and involved 10 black and five Puerto Rican students from 15 to 31 years of age—eight boys

and seven girls, all volunteers from a list of names submitted by their teachers. Objectives of the program were to help the students increase their social sensitivity and their behavioral flexibility. Various group therapy techniques and exercises were used to enhance the group process, including strength bombardment of positive feelings and free expression of negative feelings. Students in the experiment were enthusiastic and incidences of truancy and aggression among them decreased. Moreover, many teachers indicated that their own attitudes toward students in the group had become more positive. Success of the experiment led to formation of another training group in the current year. 7 references.

398

Ruiz, Rene A. "Frequency count of self-identified Cuban, Mexican-American, Puerto Rican, and Spanish psychologists, psychiatrists, and sociologists in the United States." Unpublished manuscript, 1971. 10 pp. (Xerox)

An analysis of Spanish-surname (SS) ethnic minority group membership in associations of psychology, psychiatry and sociology is presented. Membership lists of these associations were examined in order to identify those individuals whose surnames might be Spanish. From a total pool of almost 60,000 members, a subpool of 501 was identified as SS. Following two attempts to obtain accurate SS ethnic background information by mail, a total of 379 responses were analyzed (76 percent return). Data indicate that 105 individuals identified themselves as "Spanish-surname ethnic minority group American residents." This group breaks down into 58 psychologists, 20 psychiatrists, and 26 sociologists who identify themselves as follows: 30 Cubans, 30 Mexican Americans, 10 Puerto Ricans, and 35 Spaniards. A mailing list which identifies Cubans, Mexican American, Puerto Ricans and Spaniards by profession is provided. It is suggested that these professionals have the potential to serve as resource personnel to increase the number of SS ethnic minority group members to join these disciplines. Recommendations to create support programs for the active recruitment of SS individuals into the various disciplines are discussed. 3 references.

399

Ruiz, Rene A. Relative frequency of Americans with Spanish surnames in associations of psychology, psychiatry, and sociology. *American Psychologist*, 26(11):1022–1024, 1971.

An attempt to quantify the relative frequency of Americans with Spanish surnames (SS) who are in associations of psychology, psychiatry and sociology and who reside in the U.S.

or elsewhere is summarized. Two independent judges, one of whom resided in Mexico for a number of years, identified SS from directories and registries of five organizations related to the three disciplines mentioned above. The possible list was further reduced by deleting SS that failed to appear in a standard 12-volume work on Spanish genealogy and heraldry. Results show a total of 1,091 SS from the three disciplines with 501 residing in the U.S. and 590 elsewhere. The American Psychiatric Association with a total membership of 15,799 shows 544, or 3.44 percent SS. However, only 85, or .54 percent reside in the U.S. The *Guide to Graduate Departments and Sociologists* with a total membership of 3,250 shows 89 entries, or 2.83 percent SS. With the exception of seven SS the remainder reside in the U.S. The American Sociological Association has 152, or 1.59 percent SS out of 9,566 members. Only 80 SS members, or .84 percent reside in the U.S. The American Psychological Association with the largest membership of 28,488, lists 302, or 1.06 percent SS members. Again only 250, or .88 SS members reside in the U.S. Finally, the Professional Psychology Association has 4, or .18 SS members out of a total membership of 2,160. All four SS members reside in the U.S. Although the SS figures appear relatively small, it is believed that these numbers are somewhat inflated. No references.

400

Ruiz, Ruperto. Improving police—Puerto Rican relations. In: Pfeffer, A., *Proceedings of the John Jay College Faculty Seminars*. New York: John Jay College Faculty Seminars, 2, 1971. 91 pp.

Difficulties encountered by Puerto Ricans who come to the United States, particularly in their relations with the police, are discussed. Although crime is increasing in Puerto Rico, due largely to outside influences, the Puerto Ricans are basically a law-abiding people with respect for the police. They often become involved with the law when they first come to the United States because they are ignorant of the laws here and their customs are different. The language barrier and poor economic conditions are contributing factors. Community relations units established in police departments should train the police to understand the Puerto Rican mores and culture, and should train private citizens to understand and cooperate with the police. The police should be given more authority and the population will have more respect for them. Recruiting policemen with Hispanic origins would also help.

401

Rushing, William A. Class, culture, and "social structure and anomie." *American Journal of Sociology*, 76(5):857–872, 1971.

Hypotheses derived from Merton's theory of social structure and anomie, which views deviant behavior and deviant attitudes as due to the malintegration of cultural goals and social norms, were tested on 240 well-to-do and affluent farmers and 1,081 mostly poverty level farm workers in Washington. Farm workers consisted of Anglo-Americans, bilingual Mexican Americans, and non-English-speaking Mexican Americans. Results indicate that disjunction between educational aspirations for children and perceived opportunity is greater among Anglo-American farm workers than farmers. In both classes, however, disjunction is related to normative alienation (normlessness). The relationship appears to depend upon cultural background, since the relationship holds for Anglo-Americans and, less consistently, bilinguals, but not at all for non-English speakers. Results thus suggest that the relationship between aspiration perceived opportunity disjunction and normlessness transcends class levels but may be specific to a culture that emphasizes an open-class ideology. Hence it is the cultural interpretation given to aspiration perceived opportunity disjunction rather than disjunction per se that may be crucial in normlessness. 41 references.

402

Safa, Helen I. From shanty town to public housing: A comparison of family structure in two urban neighborhoods in Puerto Rico. ***Caribbean Studies,*** **4(1):3–12, 1964.**

An effort is made to ascertain the basic patterns of family and community life in a shanty town and the way in which these patterns are altered in public housing. Data were collected by means of intensive participant observation and a formal interview schedule administered to a sample of 474 individuals in 100 households in each neighborhood. An attempt was made to interview male and female adults as well as adolescents. The ethnohistorical approach to West Indian family structure cannot explain the differential emphasis on matrifocality in a culturally homogeneous population like the shanty town and public housing project. Job instability, limited opportunities for upward mobility, the strict division of labor in the household, and the strong emotional bond between a mother, her children, and her female relatives all contribute to the marginal position of the man in both the shanty town and the project household. In public housing his status is weakened further by a paternalistic project management which takes over many of his responsibilities while the woman's role in running the household and rearing the children is left largely intact. While slavery and West African heritages may have contributed to the origin of the matrifocal family in the Caribbean, we must look to present-day structural factors for its continuation. 6 references.

403

Safa, Helen I. Stimulus/response: The poor are like everyone else, Oscar. *Psychology Today*, 4(4):26, 28, 30, 32, 1970.

A study of Puerto Rico's poor refutes that portion of the Oscar Lewis study which found them to be fatalistic, lazy, ignorant people who don't know how to spend their money. On the contrary, those Puerto Rican poor interviewed in the current study believe firmly in upward mobility based on individual initiative, thrift, education, and other attitudes commonly associated with the Protestant ethic. Unfortunately, the poor in Puerto Rico are content with the relatively small gains made in the last decade: a small house, a stable minimum income, and education for their children. Their modest gains have played a strategic role in maintaining the existing social system in Puerto Rico, convincing the poor that upward mobility is possible and that anyone who wants to can get ahead. This commitment to the status quo extends to Puerto Rico's continued dependence on the United States and its rejection of communism. Their handicap is that they do not evidence a current capacity to recognize their potential and change the socioeconomic structure that places limitations on their continued advancement. No references.

404

Sanchez, Armand J. The definers and the defined: A mental health issue. *El Grito*, 4(4):4–11, 1971.

The central issue explored is that the nonutilization by Chicanos of public outpatient and inpatient mental health facilities throughout California is due to the fact that these services are planned by institutions outside of the *barrio*. Literature cited shows that the nonutilization of mental health facilities does not occur because of lower rates of psychological distress, but because the services are irrelevant to the Chicano. Mental illness can only be defined in relation to the social problems which cause stress. Since the mental health services offered Chicanos fail to alleviate the social problems which intensify psychological problems, they are of little use. According to the author, mental illness must be defined within the framework of the Chicano philosophy of life. This can only be achieved when the community is allowed to define mental illness and plan mental health services. 12 references.

405

Sanchez, George I. Group differences in Spanish-Speaking children: A critical review. *Journal of Applied Psychology*, 16(5):549–558, 1932.

A critical literature review of group differences as revealed by intelligence tests for Spanish-speaking (SS) children is presented. It is shown that SS children receive attention in numerous investigations where they have been classified as inferior to the English-speaking American children on the basis of tests results. Three explanations for group differences are offered: (a) Innate capacity is differentiated racially, and intelligence tests measure such differentiation. (b) Environment is largely responsible for "intelligence" as measured by tests, and intelligence tests are in part measures of environment effects. (c) Bilingualism, over and above its environmental attributes, is a handicap acting not only upon language expression and language understanding but upon more intricate psychological processes. At the very least, bilingualism presents an extra obstacle in the learning process of foreign-language children. These explanations have led investigators of the problem to recognize that the scientific value of test results is not entirely determined by the reliability of the measure used but is conditioned by the extent to which the complex factors of heredity, environment, and language individually and collectively have entered into the problem. Detailed examinations of each of the above explanations for group differences are presented. 40 references.

406

Sanchez, George I. Scores of Spanish-Speaking children on repeated tests. ***Journal of Genetic Psychology,*** **40(1):223–231, 1932.**

The effects of administering a number of intelligence tests to Spanish-speaking children are examined. Both the Stanford Achievement Test (SAT), Forms A, B, V, V (Primary and Advance), and the Haggerty Intelligence Test (HIT) were given to 45 Spanish-speaking children, grades three to eight in New Mexico over a 1-year period. Results show that: (1) As a general rule, the mean quotients in the various abilities tested are increasingly greater with successive applications of the test. (2) The increases in mental ability are largest, followed by increases in reading ability. (3) Children in the upper grades show higher quotients on the first testing but make smaller gains on the retests than do children in the lower grades. (4) The brightest children have the highest educational quotients on the first test, but on the retests the duller children make greater gains in both mental and educational ability. (5) Reading correlates most highly with other abilities. (6) Quotients show negative correlations with other changes. The study shows that for both mental and educational abilities of Spanish-speaking children, the changes beyond the second test vary not only for grade groups but also for different ages, for different school subjects, and for brighter and duller children. The obtained

variation makes evaluation of the merits of the tests' application very difficult. The various factors which account for the variation are discussed in detail. 31 references.

407

Sanchez, George I. Bilingualism and mental measures. *Journal of Applied Psychology*, 18(6):765–772, 1934.

A critical analysis of mental measures as they relate to bilingual subjects reveals the injustices committed by the unsophisticated who misapply the tests. It is pointed out that those who blindly accept the doctrine of individual difference, fail to recognize the importance of personal, social and cultural differences of people. The issues discussed are: (1) Tests are not standardized on the Spanish-speaking population of this country. (2) Test items are not representative of the Spanish-speaking culture. (3) The entire nature of intelligence is still a controversial issue. (4) Test results from the Spanish speaking continue to be accepted uncritically. (5) Revised or translated tests are not necessarily an improvement on test measures. (6) Attitudes and prejudices often determine the use of test results. (7) The influence of testing on the educational system is phenomenal. It is suggested that a note of caution in the use of mental tests is in order. Furthermore, mental tests are not measures in the same sense that yardsticks and meters are measures. They are, instead, professional instruments which must be supplemented by intelligent and professional application and evaluation for the best interests of the child and the group concerned. 9 references.

408

Sanchez, George I. The implications of a basal vocabulary to the measurement of the abilities of bilingual children. *Journal of Social Psychology*, 5(3):395–402, 1934.

The emphasis on a basal vocabulary as a prerequisite to the measurement of the mental abilities of bilingual children is presented. Specifically, a standard basal vocabulary list of 660 words was designed and checked against the Stanford-Binet vocabulary, years 3 to 8, inclusively. Under present conditions in the schools attended by the Spanish-speaking children this basal vocabulary represents the *desideratum*—not actual achievement. Therefore, the following comparisons may be judged as ultraconservative in portraying actual language handicaps. Results of the comparison show that there are 8 "unknown" words found in the Stanford-Binet test with some of the words affecting as many as six separate tests. In addition to the fact that many of the words are "unknown" to the children, there is the added difficulty of homonyms and of word

usage. The examination of vocabulary difficulties presented to Spanish-speaking children by the Stanford-Binet suggests that schools have been failing at their jobs. The improvement of the instruction of these children is essential to proper measurement. Schools should make experiences to the Spanish-speaking children as common as they are to the children upon whom the norms of the test measure are based. 15 references.

409

Sanchez Hidalgo, Efrain. Psicologia y curriculo. [Psychology and curriculum.] ***Revista Mexicana de Psicologia*****, 2(9):785–793, 1966.**

Recent contributions of psychology to education, particularly with regard to curriculum development, are summarized. Areas in curriculum where psychology plays a major role include: (1) *Intellectual development.* Here intelligence testing, mental deficiency and mental superiority, and juvenile delinquency are discussed in relation to curriculum planning. (2) *Socioeconomic and cultural deprivation.* Relating curriculum to the students' daily life is seen as a significant necessity for achieving motivation and educational development. This is especially true in the case of economically and socially deprived children whose home environment is not educationally stimulating. (3) *Language.* Language learning is considered the key to humanization and the learning of two or more languages is highly recommended. (4) *Perception and meaning.* Effective teaching creates an environment that permits the exploration of meaningful learning. To attain this environment the educator must be aware of the students' attitudes and perceptions toward education before a curriculum program of "what is important" can be designed. (5) *Motivation.* The educator should be provided with as much knowledge as possible of contemporary psychological investigations that relate to motivation. With this knowledge the teacher can better understand the dynamics that stimulate, direct, and sustain student conduct. 6 references.

410

Sanua, Victor D. Socio-cultural aspects. In: Bellak, Leopold, and Loeb, Laurence, eds. ***The Schizophrenic Syndrome.*** **New York: Grune & Stratton, 1969. pp. 256–310.**

The relationship of schizophrenia to poverty is reported by a great many investigators, though this is not a universal finding. A major epidemiologic study found that the class position of a given schizophrenic is a function of the disease; the potential schizophrenic is more likely to end up in a lower-class position. In relation to prognosis, one study found that schizophrenics in lower classes tended to stay longer in mental hospitals. Another study found that the lower-class schizo-

phrenics released from the hospital had a much better mental status than the upper-class released schizophrenics. Despite the prevalence of this disease among the lower classes, it does not necessarily hold for the educational level; the rate is not higher among those with a low level of education. Overseas emigration and intracontinental emigration were found to correlate with an increase in mental illness. Migration within the same country appears to be deleterious in the United States but not in the Scandinavian countries. From studies of various ethnic and nationality groups, the highest incidence is among the Negroes and Puerto Ricans; the total Jewish rate was found lower (35.5 percent) than the Protestant (41.7 percent) or Catholic (41.2 percent). Studies in Latin America, the Caribbean Islands, European countries, Asiatic countries, Africa and the Middle East are reviewed. Some believe that the social environment influences the increase or decrease of schizophrenia and others insist that the prevalence of this disease is the same in all countries, differences in statistics being attributed to the available hospital facilities. Research in this area should be conducted on an international level. 450 references.

411

Saunders, Lyle. Healing ways in the Spanish Southwest. In: Jaco, E. Gartly, ed. *Patients, Physicians and Illness*. Illinois: The Free Press, 1958. pp. 189–206.

The sociocultural aspects of medical care and treatment of the Spanish speaking (SS) in the Southwest are examined. The SS's medical knowledge of illness and treatment stems from four sources: 1) folk-medical lore of medieval Spain as refined in several centuries of isolation from its source; 2) cultures of one or more American Indian tribes; 3) Anglo folk medicine as practiced in rural and urban areas; and 4) "scientific" medical sources. In a given instance of illness, elements from any of the above sources may be utilized for treatment. Three of the four sources from which SS people derive their ideas about sickness and its treatment are classified as folk medicine. Folk medicine differs from scientific medicine in that it is the common possession of the group and there is little division of knowledge with respect to medicine among the group members. The folk medicine is a well-organized and fairly consistent theory of medicine. Detailed descriptions of Mexican folk medicine and Spanish-American folk medicine are presented along with comparisons of folk medicine and scientific medicine and folk practitioners. Reasons for Anglo medicine not being more extensively used are the geographical distance factors, the cost factor, the lack of knowledge of Anglo medical ways and the fear factor. Anglo medicine is rapidly becoming more accepted

229

despite the many obstacles that operate in the sociocultural environment. No references.

412

Saunders, Lyle, and Samora, Julian. A medical care program in Colorado County. In: Paul, Benjamin D., ed. *Health, Culture and Community*. New York: Russel Sage Foundation, 1955. pp. 377–400.

The success of a medical care program which was organized and began functioning in Brazos County, Colorado, an area inhabited primarily by rural Spanish Americans (SA), is presented. Membership drives twice succeeded in obtaining the 540 members necessary to sustain the Association; however, membership declined as soon as the organizing impetus withdrew. The failure of the Association, which ceased to function in 1952, can be explained by the fact that its inception, organization, promotion, and management were the efforts of persons not culturally representative of the majority of the county's population (SA), and that the program itself contained many elements incompatible with traditional practices and beliefs. A new effort to provide medical care for the people of Brazos County has been undertaken. It embodies substantial modifications of the original plan but it incorporates features more in harmony with local beliefs and practices. This new perspective should receive more popular acceptance than the first program. 6 references.

413

Scheflen, Albert E. Living space in an urban ghetto. *Family Process*, 10(4):429–450, 1971.

The idea of human territoriality is outlined, and some territorial arrangements and behaviors in the urban ghetto households studied are discussed. Results of studies of the prestructural living and the territorial behavior of urban people in a central Bronx ghetto indicate that the environment of people is prestructured socially and temporally. Interviews were conducted in about 1,800 households, space layouts were photographically surveyed in 35, and space usage and territorial behavior were videotaped in six. In the main, most of the data are about Puerto Ricans and Afro-Americans.

414

Scheidlinger, Saul; Struening, Elmer L.; and Rabkin, Judith G. Evaluation of a mental health consultation service in the ghetto area. *American Journal of Psychotherapy*, 24(3):485–492, 1970.

An evaluation designed to gauge the attitudes of the administrators of consultee agencies toward a mental consultation ser-

vice in an inner city area is presented. Twenty-one directors of the community agencies affiliated with the Consultation Service (CS) answered a series of questions designed to elicit their attitudes toward the consultation program, to ascertain whether and how they had found it helpful, and to solicit their opinion as to what, if anything, should be done differently in the future. While there are definite differences regarding the respondents' preferences for individual components of the Consultation Service, a large majority claimed to have benefited from this program and asked that it be continued in the future. In short, most respondents indicated a definite appreciation of the directors' group meetings and of the training workshops. The workshops receiving most favorable comment are, in order of popularity, arts and crafts and short-term counseling. Suggestions for future directions of the CS are: (1) More community agencies should be involved in the collaborative service. (2) More Spanish-speaking members should be included in the CS staff. (3) The CS should not only teach methodology but also provide resource information regarding such widespread problems as welfare and housing. Other suggestions include having workshops on problems of unwed mothers and addiction. Encounter groups for staff members are also mentioned as a future improvement. The ultimate test of the effectiveness of mental health consultation, the change in the quality of services offered by consultee agencies and the reduced incidence of social and psychiatric disability, is not measurable in the terms of this study. 4 references.

415

Schmidt, Linda, and Gallessich, June. Adjustment of Anglo-American and Mexican-American pupils in self-contained and team-teaching classrooms. *Journal of Educational Psychology*, 62(4):328–332, 1971.

Pupil adjustment in self-contained and team-teaching classrooms was compared. The subjects were 160 first grade and 382 sixth grade pupils from experimental team-teaching schools, one predominately Anglo-American (AA) and one predominately Mexican American (MA), and self-contained classroom schools with comparable populations. Anxiety was measured with the Picture Anxiety Test (first grade subjects) and the Phillips Anxiety Test (sixth grade subjects); pupil evaluation of teachers was measured with the Pupil Observation Survey Report. Results indicated that the anxiety level reported by MA subjects of both grade levels and in both teaching organizations was significantly higher than the anxiety reported by AA subjects. First grade MA subjects also viewed their teachers less favorably than did AA first grade subjects, but this difference did not appear in sixth grade subjects. In summary, the data indicate that team-teaching is not detrimental to the elementary grade

children of this study—regardless of ethnicity or sex—and may in fact be advantageous for some children. 14 references.

416

Schulman, Sam. Rural healthways in New Mexico. *Annals of the New York Academy of Sciences*, 84(17):950–958, 1960.

A case description of the healthways of rural Spanish Americans in a northern New Mexican village is presented. Through virtual isolation the village developed a distinguishable and specific subculture analogous to the larger Hispanic-American world. The health disease complex of the village has its roots in medieval Spain and precolonial America and consequently, the medical system is relatively static and traditional. Major factors of the health disease complex are hygenic aspects of home life, dietary habit, precautionary health measures, mental illness, and the identification and treatment of disease. The curative process entails identifying the disease entity and treating it. Illnesses include the following types: physical, emotional, and magico-religious. The therapies and therapists differ according to the particular disease. Discussion of *remedios* (folk remedies), *sobando* and *traqueando* (massaging and bone cracking) techniques, and *medicos curanderos, parteras, arbolarios* and *brujos* (curing practitioners) is mentioned. Noted is the trend toward the inclusion of modern medical treatment as an acceptable alternative in therapy. 26 references.

417

Schwartz, Audrey James. A comparative study of value and achievement: Mexican-American and Anglo youth. *Sociology of Education*, 44(4):438–462, 1971.

Several value orientations and their relations with school achievement among blue collar and white collar ninth and twelfth grade Mexican-American pupils are contrasted with similar data for an Anglo sample. A questionnaire measuring Idealized School Goals, Instrumental Orientation, Expressive Orientation, Formal School Compliance, Faith in Human Nature, Future Orientation, Independence from Peers, Independence from Family, and Concern for Family over Peers, was administered to the subjects. The findings show that those MA pupils with value orientations most similar to Anglo pupils have the highest scholastic achievement. While it is recognized that pupils' values and achievement are substantially interdependent, the findings suggest that affective factors in the cultural background of the MA pupil (low future orientation) hinder their general academic achievement. Earlier studies have concluded that children reared in the traditional MA culture have lower goal orientation, are more expressive, more particularistic, more fatalistic, and have

greater orientation toward authority than those reared in Anglo culture. Findings support these conclusions for all values except goal orientation. MA and AA are similar in goal orientation. Of those values that distinguish the two cultures, particularism and fatalism (low Faith in Human Nature and low Future Orientation) are related significantly and negatively to achievement for all pupils, while orientation toward family authority (not school authority) is related negatively to achievement for both MA and blue collar AA pupils. 27 references.

418

Scott, James D., and Phelan, Joseph G. Expectancies of unemployable males regarding source of control of reinforcement. *Psychological Reports*, 25(3):911–913, 1969.

The degree of expressed attitudes of alienation as an effect of subjects having been unemployed over long periods of time and presumably unemployable is explored. White, Mexican American, and black male groups of 60 subjects each, matched for age, socioeconomic status and scholastic aptitude, and classified as hard core unemployables, were tested on the Rotter Internal-External Scale. The results show no significant differences in alienation scores between the white unemployable group and white college students from a previous study. The black subjects were significantly more externally controlled with greater variability of scores. The Mexican-American group showed an even greater variability than the others. Blacks and Mexican Americans did not differ significantly in expression of external control. Lack of feeling for any relation between individual effort and reward may account for the difficulty in equipping these groups with knowledge and skill to improve their lot. 9 references.

419

Seagoe, May V. Children's play in three American subcultures. *Journal of School Psychology*, 9(2):167–172, 1971.

A study was designed to analyze children's play as an index of degree of socialization in three ethnic groups, independent schools, and school programs for exceptional children. Compared with Caucasians, Mexican-American and Negro boys were slightly lower, Mexican-American girls equivalent, and Negro girls markedly lower in late childhood. Independent school comparisons showed small differences between public and Protestant schools, but much greater emphasis on structured play in Catholic schools. There was little difference between normal and gifted, educable mentally retarded, and learning disorder groups, but the trainable mentally retarded were markedly lower. 2 references.

420

Senter, Donovan. Acculturation among New Mexican villagers in comparison to adjustment patterns of other Spanish-speaking Americans. *Rural Sociology*, 10(1):31–47, 1945.

A comparison of acculturation and adjustment patterns among three groups of Spanish-speaking Americans is presented. It is shown that minority groups face three possibilities of adjustment: (1) They may attempt to maintain their original culture. (2) They may attempt quick acceptance of the new culture, thus leading to eventual assimilation, although the path will be roughened by prejudice. (3) They may develop something foreign to both their ancestral culture and that of the present majority group. All three of these possibilities have been tried out by different groups of Spanish-speaking peoples within the United States. The "Manitos," or Spanish Americans of New Mexico divide themselves between the first and second possibility. The border Mexicans content themselves with the first possibility and the "Pochos" of southern California attempt something of all three. The development of the lawless zoot suit Pachuco gangs among the young people of the Los Angeles area is perhaps the most extreme example of group refusal to accept a minority position in this country. If we contrast the three peoples it becomes apparent that even though the Manitos are subject to severe stress in the acculturation process, the other two groups are at even greater immediate or eventual disadvantage. This gradient of stress is a major determinant in selection of adjustment mechanisms even though the process of selection may be unconscious. 10 references.

421

Senter, Donovan. Witches and psychiatrists. *Psychiatry*, 10(1):49–56, 1947.

An investigation of witches and psychiatrists in New Mexico is reported. It is noted that seventeenth century witchcraft has been a basis for constant anxiety among Spanish-American (SA) villagers in New Mexico. Case descriptions exhibit the nature of witchcraft practices and the role of the *curandero*. The theory of disease, according to both SAs and Pueblo Indians, is based on the concept of foreign material entering the body of the victim. The disease is caused by something being pointed at the victim, as a result of which it or another object enters his body; or he eats food made dangerous by hair or spells; or a doll representing him is punched with pins. Discussions of the various prescriptions for treatment are presented. The present clash of Anglo and SA culture is disrupting the foundations of the old native system. Some curanderos have made efforts to

modernize some of their treatments and have cooperated in public health projects by advising their clientele to join the organization and submit their ailments to the new therapy. No references.

422

Senter, Donovan, and Hawley, Florence. The grammar school as the basic acculturating influence for native New Mexicans. *Social Forces*, 24(4):398–407, 1945–1946.

An analysis of the educational and social problems of the New Mexican is presented. Impoverished and suffering from poor health, New Mexicans cannot move out into successful participation in the social and commercial world of the dominant Anglo culture because their cultural characteristics are too different. Except in individual instances, the New Mexican people do not understand Anglo culture sufficiently well to be able to successfully adapt to it. As one of the most practical solutions to the acculturation problem the grammar school, which coordinates the customary studies with a plan for teaching social orientation and improved health within the villages, is proposed as the necessary background for the success toward general rehabilitation and prosperity. This plan should aid students in making the acculturation process quicker and less of a psychological strain than at present. The instructor should be a Spanish American who, while retaining rapport with the villagers, would represent the successful Anglicization of the present and future generations. 16 references.

423

Sereno, Renzo. Boricua: A study of language, transculturation and politics. *Psychiatry*, 12(2):167–184, 1949.

The passage of individuals from one culture to another is here called transculturation. To the extent that culture can be identified with language, a change in culture is a political change affecting language and speech habits. Assuming language to be the most important instrumentality of the process of personal integration, an examination is made of the vicissitudes of the language spoken in Puerto Rico and the manner in which the passage from Spanish to American sovereignty affected personal integration and personal security. The study indicates that by analyzing the relationship between language, transculturation, and politics it is possible to show the far-reaching, noncalculated effects of shifts in power and the noncalculated results of political planning. 36 references.

424

Sereno, Renzo. Cryptomelanism: A study of color relations and personal insecurity in Puerto Rico. *Psychiatry*, 10(3):261–269, 1947.

The relationship between racial color problems and personal insecurity in Puerto Rico is examined. A group of 160 veterans was divided into groups to discuss social problems. All the subjects experienced discrimination while in the Army and had been constantly upbraided for their lack of fluency in English or their ignorance of American ways. The non-Negro (nN) Puerto Ricans were aware of the racial discrimination that Puerto Ricans of obvious Negroid traits were subjected to. The American pattern of discrimination and segregation aroused doubts among the nN Puerto Ricans of their color ancestry and personal security. As a reaction to this system nN Puerto Ricans organized a fraternity which, bound together by a common feeling of personal insecurity, discriminated against their fellow Negro Puerto Ricans. The resistance to racial ancestry seems to be an upper- and middle-class phenomenon. Low-income people show no evidence of extreme or pathological consequences of concealment of color. A member of the middle class is not only newly rich but newly white. This is the group that demonstrates the most hostility to Negro Puerto Ricans. The impact of American culture forces the Puerto Rican color problem into a more rigid and intolerable state of racial discrimination among nN Puerto Ricans and Negro Puerto Ricans. 11 references.

425

Shannon, Lyle W. The economic absorption and cultural integration of immigrant workers: Characteristics of the individual versus the nature of the system. In: Brody, Eugene B., ed. *Behavior in New Environments: Adaptation of Migrant Populations.* Beverly Hills: Sage Publications, 1970. pp. 167–185.

An investigation of how participation in or identification with parameters of different subcultures influences the rate of economic absorption and cultural integration of immigrants is presented. Analysis of data shows that although income and other characteristics of the immigrants and long-time residents are related to world view (a 7-item Guttman Scale which measured perception of individual manipulative power *vs.* organization of society, time orientation perspective, and individual *vs.* group achievement values) more variation is explained by race and ethnicity than by any other variable. Further analysis indicates that Anglo-Protestant males are at the extreme active end of the world view scale and Mexican-American Catholic females are at the passive end of the scale, accompanied by Mexican-American Protestant females. World view is found to correlate significantly with three of the four variables for one group only—the Mexican-American Catholic males. The correlations of the greatest magnitude are for Anglo-Catholic and Negro Protestant females. Thus, with controls for race and ethnicity,

religion, and sex, the hypothesis that the highest correlations between world view and other variables would be in the Anglo group and the lowest correlations in the Mexican-American group must be rejected. The general idea of subcultures being represented by differences in the interrelationship of variables is not rejected although the specific pattern of differences hypothesized for the groups observed was not present. No references.

426

Shannon, Lyle, and Morgan, Patricia. The prediction of economic absorption and cultural integration among Mexican Americans, Negroes, and Anglos in a northern industrial community. *Human Organization*, 25(2):154–162, 1966.

The antecedent sociological and intervening social psychological factors which facilitate economic absorption and cultural integration are examined. The sample consisted of 284 Anglos, 236 Mexican Americans, and 280 Negroes. Mexican Americans are the most handicapped in terms of occupational status, family income, and education while Anglos are the least with Negroes in the middle. When the combined samples of subjects are examined without holding ethnicity or race constant, a relatively high correlation between measures of economic absorption and cultural integration and their predictive set of scale scores is found. It is disclosed that on each of the variables related generally to work experience, education, occupational status, world view, (a 7-item Guttman Scale which measures perception of individual manipulative power *vs.* organization of society, time perspective, and individual *vs.* group achievement values) pattern of social participation, and level of aspiration, Anglos score the highest, with Negroes usually next and Mexican Americans lowest. In referring to cultural integration in the ethnic and Anglo middle-class subcultures, the importance of the social class element must not be overlooked. Integration into the large culture at the lowest socioeconomic level or corresponding social class does not have the same meaning or consequence as does integration into the larger culture at a higher socioeconomic level or corresponding social class. It is for this reason that economic absorption and cultural integration are so closely linked. 20 references.

427

Shaw, Marvin E.; Briscoe, May E.; and Garcia-Esteve, Joel. A cross cultural study of attribution of responsibility. *International Journal of Psychology*, 3(1):51–60, 1968.

An experiment to determine whether the attribution of responsibility (AR) variables operate in Cuban, Puerto Rican and

American cultures is presented. Twenty subjects were selected from each of four age groups (7-8, 9-10, 11-13, and 16-18) in each of the three cultures. Within each age group subjects were matched across cultures with respect to age, sex, IQ scores, and social class. The basic instrument, the AR questionnaire which consists of 40 short stories with positive and negative outcomes, was administered to the subjects. Data indicate that in general Cubans show somewhat greater sophistication than do either Puerto Ricans or Americans with high intensity, negative outcomes. With positive outcomes, both Cubans and Puerto Ricans show greater sophistication than do Americans. However, the Latin cultures do not show the expected greater AR for positive outcomes; Cubans generally attribute less for positive outcomes than do Puerto Ricans and Americans. In all cultures, sophistication appears to develop more rapidly with respect to negative events than positive events. There is also some indication that sophistication for positive events develops more rapidly in Latin cultures than in the United States. The Latin culture seems to give more attention to reward and praise and less punishment than American cultures and this sensitizes individuals to attribute responsibility for positive outcomes. 12 references.

428

Sheldon, William H. The intelligence of Mexican children. *School and Society*, 19(475):139–142, 1924.

A comparison of intelligence between 100 white and 100 Mexican children of the same age and school environment is presented. Subjects were administered a Cole-Vincent group test and immediately thereafter a Stanford-Binet individual test. A summary of the results indicates: (1) The average Mexican child is 14 months below the normal mental development of the white child. (2) The Mexicans as a group possess about 85 percent of the intelligence of a similar group of white children. (3) Through a combined effort of studies, Mexican children are found to be less intelligent than American, English, Hebrew, and Chinese children, but more intelligent than Indian, Slavic, Italian, and Negro children. (4) As chronological age increases, these results show that the proportionate differences in mental age between Mexican and white children become greater. The average mental age of the Mexican group seems to have reached its maximum at around 9 years. No references.

429

Shotwell, Anna M. Arthur performance ratings of Mexican and American high-grade mental defectives. *American Journal of Mental Deficiency*, 49(4):445–449, 1945.

A comparison of the Arthur Performance Scale between Mexican and American high-grade mental defectives of comparable age and Binet IQ ratings is presented. The subjects tested consist of 80 Mexican and 80 American nonepileptic patients. The results show that the Mexican patients made, on the average, an Arthur IQ which is 14 points higher than that made by the Americans, although on the Binet the Mexicans have an average three points lower than the Americans. Both groups show an increase in Arthur over Binet IQ but whereas the Americans averaged five points higher on the Arthur the Mexicans averaged 22 points higher. The average Arthur IQ for the Mexicans is 83 and 69 for the Americans. Some possible explanations for the findings are offered. One explanation is that the Mexican's acquisition of a second language may result in confusion of thought and expression which is reflected in lower Binet IQ than is representative of the individuals' true mental ability. Another explanation for the discrepancy in IQ scores from the tests is that Mexicans of lower intelligence have a special aptness along manual lines that is not found in Americans who are similarly retarded mentally. It is concluded that Mexicans are inadequately measured and unduly penalized when their intelligence is measured by a verbal test alone, which has been standardized on American whites. 9 references.

430

Siegel, Arthur I. The social adjustments of Puerto Ricans in Philadelphia. *Journal of Social Psychology*, 46(1):99–110, 1957.

Following an interethnic clash between whites and Puerto Ricans (PR) in July of 1953 the social adjustment of 209 Puerto Ricans was assessed by means of interviews. With respect to questions pertaining to fluency in English the data suggest that the migrant PR population is weak in English-language ability, but aware of their deficiency. Items which were included to determine perceived social distance show that PRs view other Philadelphians to be moderately distant toward them and report that most of their friends are PRs. It was also seen that 44 percent of the answers to the question, "Do you think that continental Americans would like to exclude Puerto Ricans from this country?" were affirmative. Spanish-language radio and TV programs, as well as newspapers, were preferred by most of the sample interviewed. Adjustment to police and laws reveals that 31 percent of the respondents felt that the police treated them unjustly, but only 4 percent felt that the laws should be changed. As for leadership, most PRs state that they prefer to go to another PR for advice. Most of the respondents state that their major problems in Philadelphia center on lack of employment or low wages. Many of the subjects indicate a discrepancy between their level of vocational aspiration and level of achieve-

ment. A vocational pessimism was also observed by many of the PRs when they indicated that any kind of "steady" work was satisfactory. This same pessimism was not shown when respondents indicated that they desired white-collar or professional jobs for their children. 1 reference.

431

Simmons, Ozzie G. The mutual images and expectations of Anglo-Americans and Mexican-Americans. ***Daedalus*****, 90(2):286–299, 1961.**

The intergroup relations between an Anglo-American (AA) and Mexican-American (MA) sample in a south Texas community are studied. The assumptions and expectations of each group are compared. Findings indicate that there are major inconsistencies in the assumptions that AAs and MAs hold about one another. AAs assume that MAs are their potential peers, but at the same time assume that they are their inferiors. The beliefs that presumably demonstrate the MAs inferiority tend to place them outside the accepted moral order and framework of AA society by attributing to them undesirable characteristics that make it "reasonable" to treat them differently. The negative images provide not only a rationalized definition of the intergroup relation that makes it palatable for AAs but also a substantial support for maintaining the relation as it is. The assumptions of MAs about AAs are similarly inconsistent, and their images of AAs are predominantly negative which are primarily defensive rather than justificatory. The mutual expectations of the two groups contrast sharply in that AAs expect MAs to become like themselves, if they are to be accorded equal status, whereas MAs want full acceptance, regardless of the extent to which they give up their mores and acquire those of the AA group. MA culture represents the most constructive and effective means that MAs have developed for coping with their social environment. 16 references.

432

Simpson, Robert L. Study of the comparability of the WISC and the WAIS. ***Journal of Consulting and Clinical Psychology*****, 34(2):156–158, 1970.**

An assessment of the comparability of the Wechsler Intelligence Scale for Children (WISC) and Wechsler Adult Intelligence Scale (WAIS) when used with students of below average intelligence is presented. The sample consisted of 120 Anglo-American, Mexican-American, and black American males and females who were within 3 months of their sixteenth birthday and who had scores below 90 on a recent group or individual intelligence test. Analysis of variance indicates significantly higher IQ scores for the WAIS than for the WISC on Verbal,

Performance, and on the Full Scale. Racial differences between the two tests were significant beyond the .05 level for all three scales. The disparity between the two tests was significantly greater for the black Americans than for the Mexican Americans and Anglo Americans. There were no significant sex differences. It is concluded that students who are below the average range in intelligence obtained significantly higher WAIS than WISC IQs. The discrepancy was greatest in the Verbal Scale followed by the Full Scale and least on the Performance Scale. In spite of the similarities in administration and format, the two instruments cannot be considered comparable when used with below-average intelligence students. 3 references.

433

Smith, Gene M. Personality correlates of academic performance in three dissimilar populations. *Proceedings of the 77th Annual Convention of the American Psychological Association.* 4(pt. 1):303–304, 1969.

Forty-two personality variables, derived from peer ratings, were factor analyzed and studied in relation to GPA (using univariate and multivariate procedures) in a sample of 1,022 Spanish-speaking high school students and two English-speaking samples (348 undergraduates and 798 student nurses). Factor analytic structure was stable across populations. The predictive validity of variables belonging to the factor called "strength of character" surpassed that of most other variables. The relations between personality and academic performance were highly consistent across the three dissimilar populations—especially for the "strength of character" variables.

434

Smith, Inez L. and Ringler, Lenore H. Preferred sensory modality, reading readiness, and reading achievement in first-grade children. *Perceptual and Motor Skills*, 32(3):764–766, 1971.

The relationship among reading readiness, preferred sensory modality, and reading achievement were studied using first grade boys and girls from a low-socioeconomic area of New York City. The children were of Puerto Rican, Negro, Chinese and Caucasian descent, and were considered to have adequate English-language background. The New York State reading readiness test was administered at the beginning of the school year. To determine preferred modality of the pupils from among auditory, visual, and kinesthetic modalities, the New York University Modality Test (1968) was used. Reading achievement was measured by the Metropolitan Reading Test—Primary I, administered at the end of the first grade. Data were analyzed through use of a step wise multiple regression analysis, which

indicated that the major variable related to predicting first grade reading achievement was reading readiness. 3 references.

435

Smith, Philip. Nonpenal rehabilitation for the chronic alcoholic offender. ***Federal Probation*****, 32(3):46–50, 1968.**

An experimental program for voluntary treatment with a nonpenal rehabilitative setting for the alcoholic offender with a history of multiple arrests, sent 191 men to two Los Angeles County rehabilitation centers in lieu of detention at a sheriff's closed facility. The criterion for success was voluntary completion of a 60-day modified sentence and participation in the rehabilitation center treatment programs. All were chronic alcoholic offenders, with the typical offender having between 60 and 70 arrests. The men included a greater percentage of minority group members than the normal population, and the Spanish-speaking minority had the best success rate. Success or failure in the study was not related to either education or intelligence. Younger men did not do well in the program, but after 40, age was not a significant factor in contributing to success or failure. Despite their chronicity and resistance to other forms of treatment, 64 percent of men over 40 showed favorable signs of response to the nonpenal rehabilitative setting. The results have implications for treatment of the alcoholic offender in view of recent court decisions which regard such persons as disabled or disordered individuals rather than lawbreakers. 13 references.

436

Solis, Faustina. Socioeconomic and cultural conditions of migrant workers. ***Social Casework*****, 52(5):308–315,1971.**

An elaborate description of the migrants' socioeconomic and cultural conditions is provided in the hope that it will broaden the readers' understanding of the farm workers' efforts in the utilization and mobilization of services in their communities. The focus is on farm workers of Mexican descent, or citizens of Mexico living or working in the Southwest. A historical overview of the expansion of the farm labor supply in the Southwest is offered. The farm workers' need for unionization against exploitative maneuvers by farm owners is also discussed. Current socioeconomic conditions for the farm workers are described as substandard and deplorable. Four types of migrant farm laborers are identified and differentiated by means of employment patterns and their interaction with the community. Clearly the farm workers are in great need of social services. Ironically, the programs and agencies that are established to provide them social services are limited in funds and in scope.

The inadequacy of the services is reflected in the staffs' inability to relate to people, the location of the agency, lack of communication between the agency and the people, and poor working facilities. In essence, social service agencies are not geared to meet the farm workers' needs. National and regional planning programs and their implementation can only be met by a strong commitment to the people in need of the services. 3 references.

437

Solomon, Daniel; Ali, Faizunisa A.; Kfir, Drora; Houlihan, Kevin A.; and Yaeger, Judy. The development of democratic values and behavior among Mexican-American children. *Child Development*, 43(2):625–638, 1972.

An investigation to determine the age at which democratic values and behavior are established and reflected within the value system of Mexican-American (MA) children is presented. Values on equality of representation, equality of participation, equality of resource distribution, assertion, and compromise were assessed in interviews with 174 MA children in grades two, four, five, six, and eight. Behavioral representations of the same five values were measured in four-person, group problem-solving (and dart throwing) sessions. Data indicate that the responses to questions representing four of the five democratic values show distinct increases across grades. These increases are manifested in two patterns; responses reflecting two of the values, assertion and equality of participation, begin to increase in the middle elementary grades while two, compromise and equality of representation, did not increase substantially until the late elementary grades. The only clear grade effect on group behavior is obtained for the measure of resource distribution, which becomes more equalitarian with increasing grade. It is suggested that the differences in trends for democratic values and behavior are the products of two distinct and separate learning processes. Democratic forms of behavior may be learned relatively early and this learning may occur long before the value-related verbal justifications for the same types of behaviors are acquired. 28 references.

438

Sommers, Vita S. The impact of dual cultural membership on identity. *Psychiatry*, 27(4):332–344, 1964.

An investigation of the impact of dual cultural membership on identity is presented through four representative case studies. An examination of the intimate interdependence and cross influence of psychological and sociocultural processes in personality functioning, particularly with regard to identity disorders, and a demonstration of how a depreciated self-image can become

the keystone of an entire defense system are discussed. The cases were as follows: 1) Rodrigo the "All American Boy" Imposter; 2) A struggle with Incompatible Identities, a Jewish Individual; 3) A Flight from an Identity of Black and White, a Study of Pablo, a Puerto Rican Negro; and 4) A Psychocultural Neurosis, a Study of an Oriental Person. A brief discussion of the common factors that afflicted these men is presented, together with the general types of ego ideals that range from reality-adjusted choices through extremely unrealistic model choices. There are three sources of identity disorders which must be considered and dealt with if psychotherapeutic efforts are to succeed: 1) the sense of identity that a person forms which depends largely upon how personal needs are satisfied in his early life and how he is thought of by his parents, and other significant people in his family; 2) how the parental objects are thought of and valued by the influential majority group; 3) the inner confusion engendered by conflicting loyalties. Once freed from this "identity neurosis," these men can now enjoy a new-found sense of belonging with their own family and their parental heritage, as well as a belonging to the country and culture of their birth. No references.

439

Sotomayor, Marta. Mexican-American interaction with social systems. *Social Casework*, 52(5):316–322, 1971.

Weaknesses formerly attributed to the dynamics of Mexican-American (MA) families are shown to result from the limitations created by the external social systems. How these limitations affect the internal integration of the family unit is also illustrated. The socialization process has been delegated to outside institutions of society. These institutions are described as maintaining racist policies that systematically exclude MAs from active participation in community activities. Thus the MA families are denied a positive status and identity. They are left with a feeling of alienation, marginality and anomie. These conditions place the MA families in a position where they are unable to reorganize and mobilize their internal resources to deal with the destructive external systems. It is suggested that sociocultural strengths of the MA family be identified, evaluated and supported. Specific supportive elements are the extended family pattern, respect for the aged, family role patterns, the *barrio*, and the use of the Spanish language. Furthermore, destructive external forces should be changed through social work intervention, open forum discussions on the consequences of racism, decentralization of the functions of the government, and by the self-help process characteristic of the Chicano movement. 11 references.

440

Spalding, Norma. Learning problems of Mexican-Americans. *Reading Improvement*, 7(2):33–36, 1970.

Psychosocial factors pertinent to learning problems of Mexican Americans are discussed. Mexican Americans face an intensified failure producing system when they attempt college. They know their grammar and accent are nonstandard and they fear to participate in classroom discussions for fear of ridicule. Some have a tendency to be irregularly attendant in class, are often tardy, and hand in assignments late. A multitude of reasons lie behind these last three behaviors, but in common is the fact that Mexican Americans often do not have the time sense that is expected of them. Teachers can do much to help these students if they decide their main job is to teach them the subjects they came to college to learn, and not to waste time attempting to make their time scheduling and study habits conform to standards other than their own. These students need friendship from both faculty and students. Counseling, tutoring, and remedial reading and writing measures must also be employed.

441

Spence, Allyn G.; Mishra, Shitala P.; and Ghozeil, Susan. Home language and performance on standardized tests. *Elementary School Journal*, 71(6):309–313, 1971.

The subjects were 6-year-old children from 12 elementary schools in Tucson, Arizona. From the data it appears that the sample of Mexican-American children who were instructed in English as well as in Spanish at home seem to have some measurable, significant intellectual advantages over the sample of children who were instructed at home in Spanish only. In their readiness for academic achievement, both groups of children seem equally disadvantaged. Both groups were disadvantaged in their knowledge of English word meaning, in their listening ability in English, and in their ability to match English words and concepts. They were also equally disadvantaged in their use of the alphabet, in their ability to copy, and in their knowledge of numbers. 7 references.

442

Staples, Robert. The Mexican American family: Its modifications over time and space. *Phylon*, 32(2):179–192, 1971.

An analysis of the historical and contemporary Mexican-American (MA) family is provided for a better understanding of their cultural manifestations. The MA family unit differs from

the American family in that the unit is extended to include such relatives as grandparents, grandchildren, uncles and sometimes cousins. Such a unit provides security in a hostile and alien society. In addition, it plays a part in the care of the aged or unmarried mothers where the family tends to take care of its own members rather than to place them in community facilities. The roles for each family member are sharply defined. The father is considered the authoritarian figure who is highly respected. The mother is submissive, faithful, devoted, and respectful to her husband. The mother's major responsibility is the rearing of children. In Mexican homes, boys and girls are given a differential upbringing, the boys being trained for the world, and the girls for the home. Mexican children are brought up with emphasis on respect and authority. Unlike the rural MAs who are closest to the extended family pattern, the urban MAs have taken on the values of the Anglo-American culture of a nuclear family pattern. Integration into the broader society frequently results in weakening of the MA family. The breaking of the traditional pattern varies, depending on the inner resources of the family and its strength. The task of the MA parents is to inculcate cultural pride in the Mexican child. At the same time, they must encourage his acceptance of the skills and patterns needed to adjust and to survive in the larger society. 16 references.

443

Stedman, James M., and Adams, Russell L. Achievement as a function of language competence, behavior adjustment, and sex in young, disadvantaged Mexican-American children. ***Journal of Educational Psychology,*** **63(5):411–417, 1972.**

Language competence in both English and Spanish and nonlinguistic (teacher adjustment ratings and sex) behavior measures were obtained from 122 Mexican-American Head Start enrollees. Seventy-six available subjects were later retested for achievement at the end of the first grade. Results indicate that the teacher behavior rating of introversion-extroversion constituted the strongest predictor of language achievement, whereas English-language competence proved to be the strongest predictor of math. Spanish-language competence failed to predict any language variable. Sex did not prove to be a strong predictor of any achievement criteria and failed to correlate significantly with any achievement variable. The behavior patterns of the more extroverted Mexican-American child, which possibly make him more receptive to the teacher-student interaction, are discussed. 14 references.

444

Straus, Murray A. Communication, creativity, and problem-solving

216

ability of middle- and working-class families in three societies. ***American Journal of Sociology,*** **73(4):417–430, 1968.**

Three theories concerning the causes of the social class differences in group problem-solving ability were tested. The first of these theories is the "differential motivation," followed by the "communication block," and lastly the "cognitive" theory. Data on ability to solve a laboratory problem are reported for samples of middle- and working-class families in Bombay, India; Minneapolis, Minnesota; and San Juan, Puerto Rico. In all three samples, working-class family groups were less successful in solving the problem than middle-class families. In Bombay the differences were so great that they could not be encompassed within the same measurement procedures. The "differential motivation" theory was tested by means of an index of the "cognitive style" theory which revealed large social class differences in volume of intrafamily communication and in creativity. It is concluded that the differences in problem-solving ability, as well as restricted working-class communication and creativity are similar in all three societies, despite vast differences in culture. However, the more urbanized and industrialized the society, the smaller the social class differences. 16 references.

445

Swartz, John D., Tapia, Luis L., and Thorpe, Joseph S. Perceptual development of Mexican school children as measured by responses to the Holtzman Inkblot Technique. ***Revista Interamericana de Psicologie,*** **1(4):289–295, 1967.**

In order to test the generality of earlier findings regarding the relationship between level of perceptual development and scores on variables from the Holtzman Inkblot Technique (HIT), a comparable sample in another culture was tested—300 normal Mexican children, aged 6.7, 9.7, and 12.7. Each group contained 50 males and 50 females. A two-way classification (sex x age) analyses of variance of 11 selected HIT variables showed only two significant sex differences and no sex x age interactions. Age group differences beyond the .001 level, however, were found for eight of the 11 variables, with seven showing consistent monotonic increases with age. Five of the seven—form appropriateness, form definiteness, movement, integration, and ethnology human—were reliable and meaningful indices of perceptual development in previous studies with HIT in the United States. These results support several HIT scores as indices of perceptual development and as confirming the nature and direction of this development, despite marked geographic and cultural differences in the subject population sampled. No references.

446

Swickard, Donald L., and Spilka, Bernard. Hostility expression of minority and majority groups. ***Journal of Consulting Psychology,*** **25 (3):216–220, 1961.**

An assessment of the position that delinquents from a minority group reveal more hostility than delinquents from a majority group is presented. It was hypothesized that the increased frustration of minority group membership in addition to low-socioeconomic status would produce more manifestations of hostility than in majority group members of similar class levels. It was further hypothesized that tendencies to give "good impressions" would relate negatively to manifest hostility and extrapunitive tendencies while relating positively to intropunitiveness and impunitive expressions. Eighty-one Spanish-American and non-Spanish white delinquents on probation served as subjects. All subjects were administered the Siegal Manifest Hostility Scale (SMHS), the Social Desirability Scale (SDS), the Lie Scale from the MMPI, and the Rosenzweig Picture-Frustration Study (RPS). Significant positive correlations were obtained between the SDS and the measures of intropunitiveness and impunitiveness. Once the hostility means were adjusted to remove the effects of social desirability, significance was obtained between the groups on the SMHS. The Spanish-American male group was shown to manifest significantly greater hostility on this measure than any other group, thus partially supporting the main hypothesis. Home training given girls of the Spanish-American group is radically different from that given boys. Among other things, manifestations of hostility are strongly disapproved for girls. The results indirectly lend support to the frustration-aggression hypotheses by suggesting that the combination of frustration from low-socioeconomic status and minority group membership may increase the expression of aggression over that which is observed when only low-socioeconomic conditions are present. 16 references.

447

Tavares, Joseph. The Mexican-American cultures. ***Youth Authority Quarterly,*** **22(2):3–11, 1969.**

A greater understanding of Mexican-American culture is imperative in the treatment of delinquents of Mexican-American extraction. Although the six million citizens of Mexican origin do not form a homogeneous group, they have many things in common. Foremost, the Mexican-American community is basically proud of its Mexican background, sees much of value in its Mexican heritage and possesses many internal agencies which foster a sense of community. The latter include benevolent societies, patriotic organizations, and the extended family through which

Mexican arts, crafts, dancing, cooking, the Spanish language, and concepts of the family and community are maintained. Many of the younger generation, however, are unable to relate positively to either the Mexican or the Anglo-Mexican mixed culture. Ignored or attacked in the public schools and feeling rejected by the dominant society, these youths have developed a mixed subculture of their own based upon a dialect of Spanish, heavily modified by current English slang, and a gang style of social organization. These gangs, however, are loosely organized; while maintaining close intimacy and intense loyalties, leadership is in constant flux and the membership is highly individualistic. In correctional institutions an analogous organization, *"firma de la raza chicano,"* has developed, which directs *movidas* among its members. These activities, planned easily by virtue of their own language, were obstructive and largely racial, most often directed against Afro-Americans, but recently they have been positive in that the group has decided to change its image and get training to improve its position politically and economically. The background and values of these youths require a special approach in rehabilitation, which must start at the stage of psychological and cultural socialization where the individual is. At the Preston School of Industry emphasis has been placed on nonverbal communication and learning-by-doing with a staff of varied backgrounds, especially from minorities.

448

Tenhouten, Warren D.; Lei, Tzuen-Jen; Kendall, Francoise; and Gordon, C. Wayne. School ethnic composition, social contexts, and educational plans of Mexican-American and Anglo high school students. *American Journal of Sociology*, 77(1):89–107, 1971.

College plans of Mexican-American and Anglo high school students are related by a model to the following variables: family socioeconomic status, school ethnic composition, measured intelligence, parents' aspirations, and peers' aspirations. Data were obtained from seniors in five urban secondary schools and path analyses are developed separately for Mexican-American and Anglo boys and girls. Family socioeconomic status is shown to be a real direct predictor of college plans for all groups but serves as an indirect predictor for Anglos. Both ethnic groups are found to be more apt to develop college plans in schools dominated by their own ethnic group. The other variables also directly affect college plans: peers' aspirations are the most predictive variable for Mexican-American boys, and parents' aspirations the most predictive for the other three groups. 39 references.

449

Terry, Charles E., and Cooper, Robert L. A note on the perception

and production of phonological variation. *Modern Language Journal*, 53(4):254–255, 1969.

A study on phonetic analysis of 36 bilingual Puerto Rican Ss in an urban setting is described. Sixteen taped English and Spanish items were presented to each S in groups of three alternatives to test for perception of variation in "phonetic realizations." Linguists had devised three criteria scales: (a) English repertoire range, (b) accentedness, and (c) reading. Results indicate that the bilingual Ss' perceptions of phonological variation in both English and Spanish were not significantly related to the frequency of their pronunciation of these variables. No references.

450

Tharp, Roland G.; Meadow, Arnold; Lennhoff, Susan G.; and Satterfield, Donna. Changes in marriage roles accompanying the acculturation of the Mexican-American wife. *Journal of Marriage and the Family*, 30(3):404–412, 1968.

The differences in the concept of marriage role between unacculturated and acculturated groups of Mexican-American (MA) wives are examined. Two subgroups of 42 each were selected to represent two extremes of acculturation. A combination of area and cluster sampling techniques was employed using home interview methods. Item responses were analyzed for group differences. The findings reveal that the Spanish-speaking MA group believe in greater parental strictness than do the more acculturated English-speaking MA group. The English-speaking group appear to be caught in a culture conflict of traditional child-dominated household wishes and the more egalitarian child-oriented household of the dominant culture. Spanish-speaking MAs believe more strongly in the husband-as-boss value than do English-speaking MAs. Couples' sexual relationship items disclose traditional attitudes and values of the unacculturated group and more companionate attitudes and values of the acculturated. The Spanish speakers are much more concerned with housekeeping tasks and their role as housekeeper and cook than are English speakers. There appears to be greater sex typing of tasks for the unacculturated group. The Spanish speakers have fewer expectations of family togetherness, solidarity, and fun with spouse and children than do the English speakers. Marriage roles change with changes in ideology, with the general structure of cultural values, with language usage, with education, and with residence. The unacculturated group is of lower class and emphasizes a segregated conjugal role relationship pattern, and the acculturated group is of the upper-lower class and organizes their conjugal role relationship pattern in a less segregated manner. No references.

451

Thomas, Alexander; Hertzig, Margaret E.; Dryman, Irving; and Fernandez, Paulina. Examiner effect in IQ testing of Puerto Rican working-class children. ***American Journal of Orthopsychiatry*****, 41(5): 809–821, 1971.**

An investigation of examiner influences on the level of measured intelligence of 116 Puerto Rican children is conducted. The study seeks to: (1) compare the intelligence test performance of the subjects when evaluated by two examiners; (2) study the differences in the situations created by the examiner that can account for the observed differences in performance level; and (3) explore the relationship between the performances obtained by the two examiners and the level of cognitive functioning attained on standardized tests of reading achievement. The subjects, 64 males and 54 females, were administered the Wechsler Intelligence Scale for Children (WISC). Nineteen children (8 male and 11 female) were selected for intensive study of the relation of examiner-child interactions to the level of measured intelligence. Findings indicate that different examiners can elicit significantly different levels of performance in standardized IQ tests. Despite the fact that both examiners were equivalent with respect to sex, ethnicity, fluency in Spanish and English, and amount of clinical experience, the scores obtained by Examiner A were higher than those obtained by Examiner B. Examiner A tried to create an atmosphere of a game in which both examiner and child participated together while Examiner B used a more formal approach. Examiner A encouraged a child to try when the first response was "I don't know" whereas Examiner B accepted such responses. Examiner A reported the children tested to be more spontaneous, relaxed, and friendly during the session than Examiner B. Behavior of Examiner A was warm, interested, and friendly; and Examiner B established a neutral, emotional relationship. These differences in examiner-child interactions appear to have contributed significantly to the differences in the level of measured intelligence obtained by the two examiners. Discussion of the findings is presented. 17 references.

452

Thomas, Elizabeth C., and Yamamoto, Kaoru. Minority children and their school-related perceptions. ***Journal of Experimental Education*****, 40(1):89–96, 1971.**

An investigation of the differential perceptions of school personnel and curriculum among Negro, Mexican-American and Indian middle-school age children is presented. A semantic differential was administered to subjects in a group setting. Each subject rated four people concepts (*classmates, parent, teacher, and*

myself) on nine 7-point, bipolar scales and four curriculum concepts (*social studies, language, science, mathematics*) on a set of eight scales. No overall sex or grade differences are found, but ethnicity and concept differences were significant on all three people factors (*movement, security, merit*) and on both curriculum factors (*vigor, uncertainty*). In addition, there are complex interactions among ethnicity, grade, sex, and concept. *Parent* enjoys the most favorable rating for each ethnic group, while *teacher* is ranked in fourth position on two of the three factors. Generally, Negro children provide the most favorable ratings on people and Indian children the least. Of the curricular areas, *language* is rated most vigorous and certain by all ethnic groups, while *social studies* generally ranks in fourth position. When compared with Caucasian middle-school children, these minority group children in favorable school environments indicate good school-related attitudes. 18 references.

453

Tilly, Charles. Migration to American cities. In: Moynihan, D. *Toward a National Urban Policy*. New York: Basic Books, 1970. pp. 152–166.

The geographic pattern of migration within the United States is reviewed. In spite of recent changes in migratory patterns, migration is still dependent on three factors: opportunity, information, and cost. Because group and individuals vary in terms of these factors, different patterns of migrations vary according to race, age, skill, and present location. Consideration is given to economic and social integration into urban life of three groups: Puerto Ricans, Appalachians, and Negroes. Factors promoting segregation are discussed. A possible future alternative to large-scale migration is seen in improved communications.

454

Toro-Calder, Jaime; Ceferina, Cedeno; and Reckless, Walter C. A comparative study of Puerto Rican attitudes toward the legal system dealing with crime. *Journal of Criminal Law, Criminology, and Police Science*, 59(4):536–541, 1968.

An attitudinal gradient was found to exist between adult male Puerto Rican prisoners of a maximum security institution and Puerto Rican laborers. The former made a more unfavorable showing on a questionnaire which had been pretested to measure attitudes toward the law, court, and police. The same sort of gradient difference between male prisoners and male laborers was found to exist in six other jurisdictions. The sample of prison guards in Puerto Rico made a better showing in attitudes than the laborers and the Puerto Rican police made a still more

favorable showing. It is felt that the favorable or unfavorable direction of attitudes toward the legal institutions on the part of various adult groups indicates an internalization of life experiences which are related to involvement and noninvolvement in delinquency and crime. Such attitudes might be used as a criminality index, indicating a direction toward or away from involvement in crime as an adult. 2 references.

455

Torrey, E. Fuller. "Psychiatric services for Mexican-Americans." Unpublished manuscript, 1968. 32 pp. (Xerox)

An attempt to conceptualize psychiatric services for Mexican Americans that are logical and relevant to cultural and class values and needs is presented. Some of the major points of stress inherent in Mexican-American culture such as the role of the male and female, economic advancement, "correct behavior," the suppression of emotions, and the culture in the process of acculturation are discussed. The indigenous psychiatric beliefs and illnesses of the culture such as *susto, empacho, caida de mollera, mal puesto,* and *mal ojo* are examined. The various forms of indigenous therapy are classified and described. A brief resume of the findings regarding lower socioeconomic class and psychiatric services is provided. Suggestions for providing psychiatric services for Mexican-Americans include: (1) the use of the indigenous therapist; (2) a program of selection and inservice training *curanderos*; (3) the use of the Mexican-American conceptual framework about diseases; (4) the use of family therapy, couple therapy, game playing, role playing, and psychodrama; and (5) the development of preventative psychiatric services. The assumption throughout is that medical and psychiatric services are a social activity and part of the culture. 36 references.

456

Torrey, E. Fuller. The case for the indigenous therapist. *Archives of General Psychiatry*, 20(3):365–373, 1969.

A case is made for the use of the indigenous therapist upon indirect evidence which indicates that patient expectations and the personal qualities of the therapist assume major roles in psychotherapeutic change. Patient expectations are powerful enough to produce profound changes in both symptom belief and behavior change during the course of psychotherapy. The therapist's personal qualities of accurate empathy, nonpossessive warmth, and genuineness are of crucial importance in producing effective psychotherapy. Direct evidence for the use of indigenous therapists concludes that they are often effective in producing positive therapeutic change. The possible use of

indigenous therapists in formalized mental health services as a new approach to resolve the mental health manpower problem is suggested. The obstacles and resistance to their use are outlined as follows: (1) They may include many charlatans and hysterical personalities. (2) Their techniques are crude and primitive. (3) Training them will lessen their effectiveness. (4) Their goals are symptom relief and not long-term personality relief. (5) They will threaten the positions presently held by psychotherapists. (6) They are not sufficiently trained in psychotherapy. It is concluded from the evidence presented that rather than being apologetic when indigenous therapists are utilized, mental health professionals should be apologetic when they are not tried. 57 references.

457

Torrey, E. Fuller. The irrelevancy of traditional mental health services for urban Mexican-Americans. Paper presented at the Meetings of the American Orthopsychiatry Association, 1970. 20 pp. (Xerox)

Traditional psychiatric services, including community mental health centers, are irrelevant for the Mexican American. The Mexican American underutilizes traditional psychiatric services because they are irrelevant for the following reasons: 1) inaccessibility; 2) language considerations; 3) class-boundness; 4) culture-boundness; 5) caste-boundness; and 6) Mexican Americans have their own system of mental health services. Discussions of each of the above reasons are presented and documented. Irrelevancy at higher levels is evident where the conceptualization of community mental health centers, unconsciously and ethnocentrically, perpetuated the dominant-class, dominant-culture, and dominant-caste model of mental health services as the model. In order to make mental health services more relevant, the control and money for mental health services should reside with a board from the Mexican-American community, and the board should conceptualize the nature of the services. The services should be delivered by capable therapists and not by someone with a certain number of degrees. Services will be used when they are relevant and only when they are set up by the Mexican American. 23 references.

458

Trautman, Edgar C. Suicide attempts of Puerto Rican immigrants. *Psychiatric Quarterly*, 35(4):544–554, 1961.

The emotional disturbance of Puerto Rican immigrants who attempted suicide is studied and the relationship to the immigration situation is evaluated. Ninety-three Puerto Rican attempted suicide cases reveal that the interruption and subsequent disturbance of the individual's social and cultural stability

through immigration causes personality conflicts and emotional illness, out of which an atmosphere favorable to suicide can develop. Two phases of the immigration situation can be specified. The first is the sudden disruption of the familiar life situation and the social dislocation that cause a "hangover depression" after emigration. The second is the transition period of adapting; the change of social concepts and cultural values causes conflicts and disintegration of the family, leading to unhappiness and tension with trends toward suicide. The typical form of suicide attempt in all cases is the "suicidal fit," which is a conversion reaction of a nonpsychotic individual in an acute emotional state. 10 references.

459

Trautman, Edgar C. The suicidal fit: A psychobiologic study on Puerto Rican immigrants. ***Archives of General Psychiatry,*** **5(1):76–83, 1961.**

An explanation of suicide among Puerto Rican immigrants is presented. A sudden suicidal fit generally associated with an intense emotional encounter with a spouse or a family member precedes the actual suicide act. Two distinct phases of the suicidal fit can be distinguished. During the first phase the person impulsively runs away from the stressful scene to a place of seclusion and privacy. With some of the people interviewed, the second phase began as soon as they were alone, when they ingested whatever poisonous substance was at hand. Others continued to brood for minutes or hours before suddenly ingesting the poison. Subjects who attempted suicide reported that before the act they experienced severe and painful emotional excitement from which they could not withdraw and finally they lost control over their feelings and actions. Immediately after the suicide act the survivors report that their mental functioning became alert; there is an awakening of the death fear, and they summon assistance. Analyses indicate that the significant age period for women showing the symptoms of a suicide fit is from 15 to 26, with a peak between 18 and 20 years. Males show a similar peak but between the ages of 27 and 29 years. The results of this study may be used as a framework for investigating other types of suicide attempts in different diagnostic categories, such as acute or chronic depression, delusional psychosis, or delirious panic. 12 references.

460

Trevino, Bertha G. Bilingual instruction in the primary grades. ***Modern Language Journal.*** **54(4):255–256, 1970.**

A program is discussed which attempted to compensate for poor scholastic achievement of Mexican-American children by using

bilingual instruction for all students in the three primary grades. The project encouraged a self-help program on the part of the students. Raw arithmetic scores on the California Achievement Test for children completing 3 years of bilingual instruction were converted into grade placement equivalents. Results show that only one Spanish-speaking child fell below the national norm in basic arithmetic. It is suggested that the solution to low achievement for Spanish-speaking children may be found through the use of Spanish in the primary grades. It is also proposed that a second language may be taught in the primary grades without hampering the normal achievement of any child. No references.

461

Uhlenberg, Peter. Marital instability among Mexican Americans: Following the patterns of Blacks. *Social Problems*, 20(1):49–56, 1972.

While existing literature repeatedly states that rates of marital instability are low among Mexican Americans (MAs), data from the 1960 census suggest otherwise. A comparison of subgroups defined by generation and place of residence (California or Texas) indicates a trend toward rapidly increasing rates of marital instability for MAs. Third generation MAs living in California have a level of marital instability closely approaching that of blacks. As among blacks, the inability of many Mexican-American males to adequately provide for their families at the level they deem necessary, due to low wages and widespread unemployment, appears to be an important source of marital strain. While increasing marital instability may be viewed as an adaptation to their currently deprived circumstances, it is suggested that this increasing instability may hinder the group's future economic advancement. 12 references.

462

Ulibarri, Horacio. Social and attitudinal characteristics of Spanish-speaking migrant and ex-migrant workers in the southwest. In: Wagner, Nathaniel N., and Haug, Marsha J. *Chicanos: Social and Psychological Perspectives*. Saint Louis: C. V. Mosby Company, 1971. pp. 164–170.

The sociopsychological characteristics of Spanish-American, Mexican-American and Mexican national migrant and agrarian workers in Arizona, Colorado, New Mexico, and Texas are examined. A series of open end interviews relating to 65 subjects' attitudinal characteristics was conducted. A 7-point scale was developed for each of the following attitudinal patterns: present time orientation, submissiveness, passivity, dissatisfaction, a sense of failure, fear, apathy, particularism, familism, ethnocentrism, and a sense of being objects of discrimination.

Analyzed data reveal no significant differences among the three groups. A strong present-time orientation in reward expectation and in self-projection in all areas is noted. The sample shows timidity, passivity, and avoidance behaviors in the areas of education, economics, government involvement, and recreation. A strong sense of familism and satisfaction in the areas of religion and government is mentioned in conjunction with a strong dissatisfaction in their inability to provide a better quality of living for their families. The subjects show concern about the education of their children. The sample reveals definite ethnocentric tendencies with people outside their ethnic group and they maintain a strong nuclear family bond. Varying degrees of discrimination are experienced by the three groups. 5 references.

463

U.S. Department of Health, Education, and Welfare. *Report of the Southwest States Chicano Consumer Conference on Health*. Rockville, Maryland: the Department, October 1972. 155 pp.

The responsiveness of health services delivery systems for Chicanos is examined in this report of a conference held in San Antonio, Texas, from January 26-29, 1972. In the absence of adequate public health care, seven health service delivery models are presented by Chicanos, each of which discusses how community based organizations can plan and implement their own health care delivery systems. Summaries of workshops ranging from health maintenance organizations to the National Health Service Corps are presented. The critical issues, positions, or views presented, and the general consensus reached in each of the 14 workshops are highlighted in the summaries. The text of an address by Merlin K. Duval, Assistant Secretary for Health and Scientific Affairs of HEW, is presented. A response to the conference resolutions by the Health Services and Mental Health Administration of HEW is also given in an appendix.

464

Vaca, Nick C. The Mexican-American in the social sciences 1912–1970. Part I: 1912–1935. *El Grito*, 3(1):3–24, 1969.

A review of social science literature pertaining to the Mexican American is presented. In psychology the first years of concern were centered around the question of the inherent inferiority of the Mexican immigrant versus the deleterious effects of the social conditions on the measurement of intelligence. Sociology concerned itself over the sources of the social ills that plagued the Mexican immigrants, with one segment of social scientists claiming the source to be the cultural heritage of the Mexican while another segment accused the social and economic condition

in which the Mexican found himself. The divisions that occurred in these early social science studies on the Mexican American, particularly in sociology, were to be maintained and enlarged upon through the subsequent 35 years by social scientists. 24 references.

465

Vaca, Nick C. The Mexican-American in the social sciences. *El Grito*, 4(1):17–51, 1970.

The sociological, anthropological, and psychological literature pertaining to the Mexican American (MA) from 1932-1970 is reviewed. Three theoretical theses are examined as causal explanations for the social ills that plague the MA. First, the biological determinist theory supports the notion of the inherent mental inferiority of MAs. After 1935, the structural-environmental determinism theory postulated that the causes of social problems of the MA could be directly traced to the economic and social structure of American society. This posture called for a general reexamination of the nature of intelligence tests (IQ), and an inquiry into the possible environmental influences on education and IQ test scores for the MA child. The third theoretical perspective to gain popularity after 1935 was cultural determinism. This view postulated that the cultural values of the MA were the main cause of the social ills encountered by this ethnic group. The struggle for ascendancy occurred among these three perspectives with the ultimate triumph of cultural determinism prevailing as the dominant analytical approach. With this theoretical view, social welfare agencies, the police, hospitals, schools, universities, and numerous other institutions where MAs were forced into contact, were completely absolved of any oppressive policies, leaving the MA to stand in relief as the sole perpetrator of his economic, social, and political plight. 71 references.

466

Valentine, Charles A. The international "culture of poverty," with implications for social science and social policy. In Valentine, C. *Culture and Poverty: Critique and Counter-Proposals*. Chicago: University of Chicago Press, 1968. pp. 48–77.

Oscar Lewis uses an anthropological approach toward the "culture of poverty" and has done work mainly with Mexicans and Puerto Ricans. Lewis' failure to make clear connections among his main elements of analysis, i.e., the individuals, the family, the community, lower-class culture, and the nation, is clearly seen in contradictions between his concrete evidence and his theoretical models. Further criticism of Lewis' thought is presented, with emphasis upon the "culture of poverty" and his formulations for change. Lewis ultimately chooses to elimi-

nate the "culture of poverty" rather than the poverty itself. 4 references.

467

Valle, Ray. "East Los Angeles and comprehensive mental health planning perspectives." Report to National Institute of Mental Health, 1971. 94 pp. (Xerox)

Perspectives are presented of the Chicano Comprehensive Mental Health Planning Project which describe the heterogeneous nature of the Chicano people, their mental health needs, and mental health planning models. The views presented are from the provider organizations of mental health as they reflect the ferment in east Los Angeles. It is pointed out that the current mental health systems operating in east Los Angeles are fragmented, undermanned, and underfinanced. The few existing resources are either strained beyond their capacities with requests for services or are unavailable to the Spanish-speaking consumer. Necessary components for reversing the situation in the *barrio* are: (1) building a satellite network which will place teams of skilled mental health professionals at accessible spots throughout the community; (2) using Chicano cultural strengths in building a new system of service; (3) using the Chicano community's manpower resources; (4) launching a massive education effort; (5) tailoring mental health services to the different *barrios*; (6) enlarging the concept of mental health to include the dynamics of environmental and socioeconomic pressures; (7) increasing bilingual/bicultural personnel throughout the whole mental health service system in east Los Angeles. Further recommendations for steps to implementation are offered in the area of services, planning, research, and training. The funding role of NIMH is also discussed. No references.

468

Vallejo, Esmeralda J. Chicano comprehensive health planning: Final report. Report to the National Institute of Mental Health, 1971. 76 pp. (Xerox)

The Chicano Comprehensive Mental Health Planning Project (CCMHP) conducted in Los Angeles is concerned with the mental health needs of the community as perceived by the residents. Approximately 200 consumer (*barrio* residents) groups were identified and clustered on the basis of their major areas of concern. This resulted in the emergence of 11 types of consumer groups identified with: religion, education, youth, health, social action, senior citizens, Chicano professionals, civic politics, labor, and social events. Data was obtained by interviewing the leader of the consumer groups. The results of the *barrio*

mental health perception are viewed from the roles played by the institutions, family, church, and *comadre*. It was shown that in order to meet the mental health needs of the Chicano: (1) The Chicano should be allowed to reinforce his cultural identity throughout his life. (2) Institutions which affect the family must aid in the continuation of the cohesiveness and unity of the family. (3) The individual and his family must feel that they have the capacity to establish a solid economic foundation. (4) Expansion and reinforcement of existing channels to increase community participation among the residents must continue. A discussion on other tailored needs for *barrio*-oriented services is followed by a number of recommendations. 5 references.

469

Van Duyne, John H., and Gutierrez, George. The regulatory function of language in bilingual children. *Journal of Educational Research*, 66(3):122–124, 1972.

The development of the ability of 4-, 5-, 6-, and 7-year-old bilingual children to perform a complex perceptual-motor task when they were given only Spanish or English verbal instructions is investigated. Six Mexican-American children from each of the four age groups were selected. The initial task was to press a square to a blue light and a circle to a yellow light. Half of the subjects were instructed in English and the other half in Spanish. In the second task the color-form associations of the initial task were reversed and instructions given in whichever language treatment they had not previously had. Results indicate that children perform better when given Spanish instructions. This is especially true for the 5-year-olds. Results also indicate that performance under both languages increases with age, and that a stable system of perceptual-motor connections is established by verbal instructions under the Spanish treatment at age 6 and under the English treatment at age 7. 5 references.

470

Velez-Diaz, Angel, and Megargee, Edwin I. An investigation of differences in value judgments between youthful offenders and nonoffenders in Puerto Rico. *Journal of Criminal Law, Criminology and Police Science*, 61(4):549–553, 1970.

A sample of 83 lower-class Puerto Rican offenders and 92 nonoffenders are asked to rate 141 Spanish-translated criminal offense descriptions in order to determine if differences exist in social class, criminality, educational level, and cultural background. Subjects were asked to rate each offense item on an 11-point category. Results indicate that only 10 of 141 mean

differences are significant at the .05 level and only two are significant at the .01 level. On three of the 10 offenses the offenders' ratings are higher and on the other seven the nonoffenders' are higher. A high degree of agreement regarding values between delinquent and nondelinquent lower and middle-class raters is found. It is also revealed that there is no tendency for offenders to manifest any more value confusion than the nonoffenders. The findings are consistent with Sellen and Wolfgang's hypothesis that the scale values obtained probably represent fairly universal attitudes which would be valid in most Western cultures. 8 references.

471

Versteeg, Arlen, and Hall, Robert. Level of aspiration, achievement, and sociocultural differences of preschool children. ***Journal of Genetic Psychology,*** **119(1):137–142, 1971.**

An investigation of the levels of aspiration, achievement, and sociocultural differences in preschool children is presented. Fourteen 5-year-olds, five boys and nine girls, were divided into two groups of seven, one Mexican American (MA), and the other Anglo-American (AA). The Lewinian concept of level of aspiration as derived from Atkinson's motivational theory formed the basis for this study. Essentially, the theory predicts that high n-Achievers are less likely to alter their level of aspiration than are low n-Achievers. The materials used for the experiment consisted of a glass container 25 cm. in diameter and 10 pennies which were used as tossing objects. The S was asked to give an estimate of the number he thought he would get in the container. The estimate was termed as the S's level of aspiration (LA) and the actual number thrown into the container was referred to as the achievement level (AL). Data reveal that the difference with regard to sociocultural background is highly significant. The MA group is more adept at setting realistic goals with regard to the risk taking in this situation. Both the MA and AA groups are significantly higher in LA as compared to AL. The MAs' AL is considerably nearer to their LA. The AA group is much less adept at setting realistic goals in this risk taking situation. The general assertion that there are significant motivational and behavior differences in differing sociocultural backgrounds is supported. 16 references.

472

Walsh, John F., and D'Angelo, Rita. IQs of Puerto Rican Head Start children on the Vane Kindergarten Test. ***Journal of School Psychology,*** **9(2):173–176, 1971.**

An evaluative study was made of the use of the Vane Kindergarten Test with Puerto Rican children in New York City.

Subjects were 225 Puerto Rican children between 4½ and 6 years of age enrolled in Head Start centers in the Boroughs of the Bronx and Manhattan. Comparisons between Vane's standardization sample and the Puerto Rican group yielded no significant differences in full scale scores. On the vocabulary subtest, Puerto Rican subjects earned lower mean scores; on the nonverbal subtests, they scored higher than the normative group. A question is raised regarding inclusion in normative test data of subgroup samples of Puerto Rican subjects tested with English-language material. 2 references.

473

Wasserman, Susan A. Values of Mexican-American, Negro, and Anglo blue-collar and white-collar children. *Child Development*, 42(5): 1625–1628, 1971.

The relationship between 4-year-old children's expressed humanitarian and success value preferences and their related ethnicity, socioeconomic status, and sex is investigated. A sample of 180 children included an equal number of Mexican-American (MA), Negro (N), and Anglo (A) children from blue and white collar backgrounds. The humanitarian values examined are helpfulness, cooperation, concern for others, and sharing; the success values are competition, status, expertise seeking, and completion of task. The instruments, 16 pictures, depicted value conflict situation with eight values illustrated by two situations each. Findings indicate that the scores of A children are higher than those of MA and N children. For the humanitarian value complex the differences are significant for the comparison of A with N children and not for MA children when compared either with A or N children. For the success value complex, however, significant differences are found between scores of A and MA, and between A and N children. Children of different ethnic groups may have internalized certain success and humanitarian values in differing degrees. Four-year-old A children appear to have internalized success values to a greater degree prior to their entrance into kindergarten or first grade. These values may be particularly significant to a child's success in school as it is presently constituted, and to later success in the occupational hierarchy of society. It is suggested that minority children experience value conflict in school. 13 references.

474

Weaver, Charles N. A comparison of the job performance of Mexican American and Anglo American employees with similar levels of education. *California Journal of Educational Research*, 22(1):26–33, 1971.

A study conducted in several organizations in San Antonio, Texas, reveals that the job performance of Mexican Americans is comparable to that of Anglos, provided their levels of education are similar. As a whole, the Mexican-American population has not shared in the benefits of the high-level U.S. economy. The Mexican Americans are not proportionately represented in the better paid, higher status occupational categories. It appears that the current widespread efforts to increase the level of education of Mexican Americans are a worthwhile approach to solving the problems associated with their disadvantaged status. 5 references.

475

Weaver, Charles N., and Glenn, Norval D. The job performance of Mexican-Americans. ***Sociology and Social Research*****, 54(4):477–494, 1970.**

Mexican-American and Anglo-American workers in the same jobs and organizations in San Antonio, Texas, were compared in efficiency ratings and several objective indicators of job performance. Mexican-American policemen and firemen and young Mexican-American postal clerks took somewhat more sick leave than their Anglo coworkers, but otherwise the Mexican Americans exceeded or about equaled the Anglos in the ratings and indicators. These findings are not conclusive evidence against the widespread belief that traditional Mexican culture is detrimental to job performance and economic advancement, but they indicate that any such influence is not very great among moderately acculturated workers under the conditions that exist in San Antonio. 23 references.

476

Weaver, Thomas. Use of hypothetical situations in a study of Spanish-American illness referral systems. ***Human Organisation*****, 29(2):140–152, 1970.**

The following three objectives are presented: (1) to describe an application of the hypothetical situation in individual and group interviewing; (2) to modify the concept of "illness referral system" as used by others; and (3) to contribute to the ethnography of Spanish-American (SA) culture. Data is from SA families who were interviewed in New Mexico from 1959 through 1962. The hypothetical situation provides the informant an opportunity to focus on an impersonal topic, to discuss problems, and to provide examples which might not ordinarily be divulged. To be most effective, it should be based on extensive knowledge of the base culture so that appropriate questions for eliciting the desired information can be formulated. Unlike other studies dealing with the illness referral system that con-

fine themselves to concepts of disease and patterns of medication and treatment, this concept is enlarged by also giving attention to the social, structural, and cultural group aspects. The general scheme for analyzing the health action that an individual takes to attain relief from the symptoms of illness consists of: (1) the *kinship phase* which includes health consultants in the nuclear and extended family; (2) the *community phase* that includes friends, neighbors and other community people; (3) the *folk special phase* which includes culturally recognized practitioners; and (4) the *urban professional phase* which involves general practitioners, dentists, optometrists, surgeons, and others who provide modern scientific or marginal scientific health services. 19 references.

477

Weber, Robert E. Neurological impairment. Prepared for the Regional Training Program to Serve the Bilingual/Bicultural Exceptional Child. Montal Educational Associates, 1972. 36 pp. (Offset)

The etiology, diagnosis, symptomatology, and treatment of neurological impairment are examined. The implications of neurological impairment of children for parents are also discussed. It is suggested that the effect of neurological impairment is exacerbated for the Chicano child. Special reference to the bilingual/bicultural Chicano child is given in a set of recommendations. The recommendations focus on early diagnosis of learning disabilities, comprehensive school programs, misdiagnosis of bilingual children through inappropriate tests, and legislative action to ensure special education and comprehensive diagnostic and evaluation centers where necessary. 41 references.

478

Weigert, Andrew J., and Thomas, Darwin L. Socialization and religiosity: A cross-national analysis of Catholic adolescents. *Sociometry*, 33(3):305–325, 1970.

A cross-national investigation relating dimensions of religiosity (belief, experiencing, knowledge, and practice) to adolescents' perceptions of the control and support received from parents, is reported. Subjects were chosen from middle-class, Catholic boys' high schools in four cities: New York; St. Paul; San Juan, Puerto Rico; and Merida, Yucatan. The cities selected were conceived as lying on two continua: a Latin to Anglo culture continuum, and an urban continuum. These continua are taken as representing differences in family structure from authoritarian and patriarchal (Merida) to egalitarian and bilateral (New York). A short form of the Cornell Parent Behavior Description and a religiosity questionnaire were administered to subjects. Except for the Merida sample and the knowledge

dimension, the a priori hypothesis that adolescents perceiving a high (low) degree of control and support score highest (lowest) on religiosity is moderately verified, due mainly to a positive relationship between support and religiosity. Reasons given for church attendance reveal different patterns for the Latin and Anglo samples. Anglos attend church because of parental expectations, whereas Latins give "self"-expectations. For the Anglo samples, the findings demonstrate the usefulness of socialization variables in understanding religiosity, and the differences across samples point to the importance of reasons for religious behavior. 39 references.

479

Werner, Norma E., and Evans, Idella M. Perception of prejudice in Mexican-American preschool children. *Perceptual and Motor Skills*, 27(3):1039–1046, 1968.

Structured doll play interviews were conducted to explore the American children aged 4 to 5 years old. The intention was to determine whether discrimination and evaluation occur simultaneously and whether they are functions of the child's age and sex, or of exposure to group participation outside the home. It was found that the children tend to group the dolls by sex and size before grouping them by skin color. Evaluation on the basis of skin color occurs at the same time the discrimination is made, "good" dolls being white and "bad" dolls dark. After exposure to school the doll with which the child identified was white. There is a tendency for boys to perceive the white adult male doll as larger than the dark one of the same size. Major dimensions of good and bad parents and good and bad children are inferred from the children's descriptions of their behavior. Results are related to comparable studies with regard to Negro and Oriental children with a discussion on their similarities and differences. 11 references.

480

West, Guy A. Race attitudes among teachers in the Southwest. *Journal of Abnormal and Social Psychology*, 31(3):331–337, 1936.

A checklist consisting of 21 selected pupil traits which reflected teacher's attitudes toward Anglo-American (AA) and Spanish-American (SA) students was prepared. The checklist was administered to 72 AA and 60 SA teachers in New Mexico. The responses to each trait were "no difference," "slightly superior," or "decidedly superior." Data indicate that in response to questions of the relative superiority of pupils in the two racial groups there is a greater tendency for SA teachers to give "no difference" responses than the AA teachers. The AA teachers are more inclined to claim superiority for pupils of their own

race than are SA teachers. On all but four traits, the percent of AA teachers claiming Anglo superiority exceeds the percent of SA teachers claiming Spanish superiority. Racial antipathy among the SA teachers appears to be less highly accentuated than racial pride, since SA teachers are less inclined to claim or concede superiority in the traits assessed. Thus they are more inclined toward an attitude of racial equality. Among the AA teachers there appears to be a greater tendency to weigh the several traits and to make responses which reflect a greater degree of frankness, despite the existence of an attitude of superiority manifested in their reactions to some of the traits. No references.

481

Wignall, Clifton M., and Koppin, Lawrence L. Mexican-American usage of state mental hospital facilities. ***Community Mental Health Journal*****, 3(2):137–148, 1967.**

A comparison between Mexican Americans (MA) and non-Mexican Americans in the use of State mental hospital facilities of Colorado is provided. Information was obtained by analyzing public mental hospital admission rates for 1 year. The findings show that: (1) The admission rate for MA males is higher than that for non-MA males. (2) The chances for being admitted to the State hospital increase with age for non-MA males, while the chances for admission are greater in the age range 20 to 64 years for MA males. (3) The MA female alcoholic admission rate is significantly higher than that for non-MA females for the Denver-Colorado Springs metropolitan area. (4) A lower overall admission rate is found in the northeastern area of Colorado than for the other four regions of the State. It is suggested that a factor which partially accounts for the earlier admission of MA males to the State mental hospital is that they are forced into independence several years earlier than most non-MA children. Cultural difference as it operates in the social breakdown syndrome is also another factor that may account for higher admission rates for MA males and for MA alcoholic females. Finally, the patients' distance from the hospital may be another factor that accounts for the low admission rates from northeastern Colorado. The differences in MA usage of State mental hospital facilities must be the end products of economic and social discrimination. 7 references.

482

Wolf, Kathleen L. Growing up and its price in three Puerto Rican subcultures. ***Psychiatry*****, 15(4):401–433, 1952.**

A comparison of three Puerto Rican subcultures in terms of their members' personality characteristics shows that there is

no such thing as one uniform Puerto Rican personality type, in spite of the fairly uniform cultural tradition. The three classes studied were small rural farmers, sugar workers, and the middle class of a small rural town. It is pointed out that each class attempts to instill norms associated with its "ideal personality" in its children. This investigation of child training and adult behavior patterns examines the psychological reactions to the culture's conditioning attempts; it places special emphasis on potentially stressful conflicts arising from ideal and real behavior: family structures, concepts of authority, male and female roles, childrearing practices, psychological implications of aggression, adolescent behavior, and cultural factors. It is concluded that the contradictory norms of ideal and real behavior affect children at every stage of development. No references.

483

Yamamoto, Joe; James, Quinton C.; and Palley, Norman. Cultural problems in psychiatric therapy. ***Archives of General Psychiatry*****, 19 (1):45–49, 1968.**

The treatment of 594 patients in the psychiatric outpatient clinic at the Los Angeles County General Hospital reveals certain cultural problems in psychiatric therapy. A comparison of treatment experience and the responses of the patients and their therapists to similar questions concerning improvement, feelings of liking or disliking, whether additional visits would be of benefit, and whether the patients received satisfactory treatment are analyzed with patient evaluations of the therapist and therapist prognosis of the patient. These data were tabulated and cross tabulated on a computer. The results among the patients, 65 percent of whom were Caucasian, 25 percent Negro, 9 percent Mexican American and 1 percent Oriental, were compared. Data from 301 patients analyzed indicate that non-Caucasians seldom criticize their therapists. While 61 percent of the Negro patients thought the therapist was prejudiced, 4.3 percent of Mexican Americans and 4.3 percent of Caucasians felt the therapist was prejudiced. A comparison of the treatment experiences of the patients in group or individual psychotherapy reveals that ethnic patients were more often discharged or seen for minimal supportive psychotherapy. After 9 months of active treatment, the ethnic group patients were virtually absent. Therapists felt they disliked 10.7 percent of the patients while 10.5 percent of the patients disliked their therapists. It is concluded that patients from different cultural backgrounds are less often offered or receive intensive therapy. Improvement of treatment techniques requires further study of the ethnocentricity of the therapist and the life experiences of Negro men. 11 references.

484

Yarbrough, C. L. Age grade status of Texas children of Latin American descent. *Journal of Educational Research*, 40(1):14–27, 1946.

The age-grade status of Spanish-American (SA) and Anglo-American (AA) school children in Texas is examined. A comparison of the census and enrollment by ages on a percentage basis was obtained. Data reveal that the difference in percentage of enrollment between SA and AA is more than 20 percent. In proportion to their numbers there are 2.7 times as many SA children not enrolled in school as there are AA pupils. Seventy-eight and two-tenths percent of SA children do not reach the twelfth grade as compared with 41.89 percent of AA children. Approximately 34 percent of SA children are not enrolled in school as compared with 14 percent of AA students. There is a wide range of age for each grade with large numbers of overage children in both groups. The percent of children in the AA group who are underage, normal, or overage is 34.6 percent, 40.77 percent and 24.56 percent respectively as compared with 8.1 percent, 23.58 percent and 68.26 percent for the SA group. The mean age-grade status of SA children enrolled in school is 1.55 years more than the AA children. The widest disparity in ages between the two groups occurs in the elementary grades. Great numbers of SA children are enrolled in grades one to eight from 1 to 11 years overage. Specific causes of inadequacies in the education of children of Latin descent are: poor social atmosphere, segregated buildings with poor facilities, poorly trained teachers, and improper attention to the needs and interests of the children involved. Recommendations include school programs to meet the needs and interests of SA children. No references.

485

Young, Robert K. Transferencia e inhibicion retroactiva con bilingues. [Transfer and retroactive inhibition with bilinguals.] *Revista Interamericana de Psicologia*, 1(13):223–230, 1967. Also in *Revista Mexicana de Psicologia*, 3(6):367–375, 1969.

The results of three experiments concerning the learning and retention of word lists presented in the two languages (Spanish and English) of bilinguals are presented. The method of investigation involved presenting the subjects with two lists of isolated words of pairs of nouns, first in English and then in Spanish, and vice versa. The subjects of the first experiment were 48 high school students who could speak and read in English but could only speak and understand Spanish. The second experiment included 40 Spanish-English bilingual college students whose dominant language was English but who could also read and speak Spanish. The subjects in the third experiment were 40

college students, all of them bilinguals but half of them had English as their dominant language and the other half had Spanish. Results indicate that the languages of a bilingual are not two independent sets of responses and that the associations formed in one language are strongly influenced by the associations formed in the other. Implications for bilingual school children are discussed. No references.

486

Young, Robert K., and Navar, M. Isabelle. Retroactive inhibition with bilinguals. *Journal of Experimental Psychology*, 77(1):109–115, 1968.

A group of 40 bilinguals learned two paired-associate lists, an English list and a Spanish list, and then relearned the first list. The transfer paradigm employed was A-B, A′-B′r, where the items of the second list are translations of the first but with the translated stimuli being repaired with different translated responses. In contrast to expectations from previous research the retroactive inhibition (RI) obtained was related neither to the dominant language of the subject nor to the order of the lists learned. The RI obtained was considered in light of the hypothesis that nonreinforced evocation of the first list responses during the second list learning is related to RI. Forgetting in one language occurs as a function of associations formed in another language. In addition, language dominance does not appear to be related to the amount of forgetting. It is concluded that the two languages of a bilingual are interdependent and not independent. 9 references.

487

Young, Robert K., and Saegert, Joel. Transfer with bilinguals. *Psychonomic Science*, 6(4):161–162, 1966.

Transfer was investigated in a group of 48 bilingual high school juniors. Each subject learned two serial lists, one in English, and the other in Spanish. Half the subjects learned the English list first; the second half learned the Spanish list first. Within both these groups three transfer paradigms were employed. In the Same Order condition the second list was a translation of the first with the items arranged in the same order; in the Random Order condition, the second list items were translated from the first but were rearranged in a random order and the third condition was a control. The results indicated that amount of transfer was approximately the same from English to Spanish as from Spanish to English. About 50 percent positive transfer was obtained in the Same Order condition and about 13 percent negative transfer was obtained in the Random Order condition. From these results it can be

seen that associations formed within the context of one language can facilitate or interfere with the formation of new associations in a second language. 3 references.

488

Young, Robert K., and Webber, Arthur. Positive and negative transfer with bilinguals. *Journal of Verbal Learning and Verbal Behavior*, 6(6):874–877, 1967.

An investigation of the transfer effects of learning a paired-associate list in one language then transferring to a paired-associate list in a second language is conducted. Twenty bilinguals learned a Spanish list and then an English list, and 20 other bilinguals learned an English list and then a Spanish list. Two transfer subgroups were employed within each group. In the Equivalent group, the second list was a direct translation of the first with the arrangement of the items in each pair being held constant from the first to the second lists (A-B, A′-B′). In the Repaired group, the second list consisted of items which were translated from the first, but which had the responses repaired with other stimuli (A-B, A′-B′r). It was found that positive transfer occurred for the Equivalent groups both from English to Spanish and from Spanish to English. For the Repaired groups, negative transfer occurred from Spanish to English but no transfer occurred from English to Spanish. 5 references.

489

Young, Robert K., and Webber, Arthur. Standardization of Mexican trigrams. *Psychonomic Science*, 11(10):354, 1968.

An attempt to standardize a large number of consonant-vowel-consonant trigrams on a sample of Spanish speakers is made. A total of 92 National University of Mexico students gave "Yes" or "No" responses to each of 987 trigrams in response to questions about whether or not the trigram looked or sounded like a word. The number of "Yes" responses for each trigram was used to define its meaningfulness and this number varied from a low of three to a high of 90. Internal consistency and comparisons with other studies suggest that the reliability of the ratings was high. It is suggested that these ratings are equally valid for Spanish speakers in Latin America and Spain as well as in Mexico, and that little if any distortion of the M (meaningfulness) values took because of the familiarity of the subjects with Indian place names. 3 references.

490

Zimmering, Paul, and Toolan, James. Drug addiction in adolescents. *Journal of Nervous and Mental Disease*, 116(3):262–265, 1952.

Drug addicts among adolescents admitted to Bellevue Hospital were studied to determine common characteristics. During the first 9 months of 1951, 301 adolescents and young adults were treated, as opposed to 11 in 1950 and 1 in 1949. Common characteristics were as follows: All but one were Negro or of Puerto Rican descent; they were nonaggressive, verbally adept, socially graceful, and not typical delinquents; there was a sustained, close empathic relationship with the mother; school and work inhibitions were very marked, they experienced euphoria, heightened self-esteem and fantasies of omnipotence under heroin. The development of heroin addiction goes from snorting to popping and to mainlining. There is a contracting of all interests, leading to truancy, and a renunciation of friends, family, and recreational and sexual activities. To provide funds for their habits, there is hustling at odd jobs, pawning of clothes and family effects, petty stealing, and finally major criminal activities. The point was stressed that drug addiction is a social rather than a medical problem. If the pusher and peddler were exterminated, the drug addiction problem would be solved. No references.

491

Zimmering, Paul; Toolan, James; Safrin, Renate; and Wortis, S. Bernard. Heroin addiction in adolescent boys. ***Journal of Nervous and Mental Diseases*****, 114(1):19–34, 1951.**

There has been a sudden increase in the use of heroin (diacetylmorphine) among boys in the Harlem area of New York City. A study has been made of 22 adolescent boys aged 14 to 17 years admitted to the boys' ward of Bellevue Hospital during January and February 1951 for heroin addiction. All but one of the boys were Negroes or of Puerto Rican descent. Social factors involved appear to be discrimination, easy accessibility of the drug, and a strong mother attachment. Development of heroin addiction in these boys can cause drastic change of personality, antisocial behavior, and serious and occasionally fatal hepatitis. A psychodynamic and psychologic picture of the group is presented in which the following character traits predominate: lack of aggression, strong attachment to the mother, poor object relationships, omnipotent striving, and a tendency to regress. The management of this group is felt to be essentially a social-psychological and police problem. It is suggested that the young addict be removed to institutions for normal boys for periods up to 2 or 3 years with periodic trials at home. 19 references.

492

Zimmerman, Barry J., and Rosenthal, Ted L. Observation, repetition,

and ethnic background in concept attainment and generalization. *Child Development*, 43(2):605–613, 1972.

An investigation of observation, repetition in concept attainment, and generalization among 64 Mexican-American (MA) and 64 Anglo-American (AA) fifth grade pupils is presented. Subjects ranged in age from 10-0 to 12-7 with a mean of 10-7 years. Two sets of 12 stimulus cards were prepared. The concept involved learning to pick the form both adjacent to a large dotted form and in the direction of the smaller bottom number. All children received feedback on correct responses during performance-phase trials. The design factorially compared ethnicity x modeling or nonmodeling training x repetition or nonrepetition of a rule summary. Data indicate that both modeling and repetition improve performance. Prior modeling groups reduce errors faster than nonmodeling groups. Concept generalization is aided by modeling and by repetition which mainly determine later verbalization of the role. Although AA surpass MA pupils, the pattern of results is similar for both samples. Ethnic background did not interfere with any treatment variation and the MA children significantly exceeded their own baseline scores by transferring the concept to the new, generalized items. 9 references.

493

Zirkel, Perry A. Self-concept and the "disadvantage" of ethnic group membership and mixture. *Review of Educational Research*, 41(3): 211–225, 1971.

Although the findings concerning the relationship of self-concept to ethnic group membership and mixture may seem equivocal and inconclusive, it is safe to say at least that ethnic group membership and mixture may either enhance or depress the self-concept of a disadvantaged child. Whether self-concept is significantly affected depends to a large extent on the efforts that society and the schools expend on desegregation and the disadvantaged. Meanwhile, the "black pride" movement and the nascent movements of Chicano, Indian, and Puerto Rican power indicate that the supposed disadvantage of such students can be turned into an advantage, that is, an enhanced self-concept. Moreover, whether such programs as bilingual and bicultural education and black studies can use the so-called disadvantages of ethnic minority pupils for their scholastic self-realization merits the attention of schoolmen and scholars alike. 116 references.

494

Zirkel, Perry A.; Moses, E.; and Gnanara, J. Self-concept and ethnic

group membership among public school students. ***American Educational Research Journal*****, 8(2):253–265, 1971.**

Results are presented from a study to further investigate the possible relationship of self-concept with ethnic group membership and mixture in the school setting. One hundred and twenty Negro, Puerto Rican, and white students were selected from the fifth and sixth grades of three schools, each of which had a different one of these ethnic groups in a majority. Results on the Coopersmith Self-Esteem Inventory indicated that the self-concept of these children was significantly affected by their ethnic group membership but not by the majority-minority mixture of the groups within the schools. The significant effect was ascribed to the lower self-concept of the Puerto Rican children in the study. 53 references.

495

Zunich, M. Perceptions of Indian, Mexican, Negro, and White children concerning the development of responsibility. ***Perceptual and Motor Skills*****, 32(3):796–798, 1971.**

A comparative analysis of responses on the Children's Responsibility Inventory from four ethnic groups is presented. The hypothesis tested was that children's perceptions concerning the development of responsibility are independent of race. The subjects consisted of 564 sixth grade children, of whom 102 were American Indians, 162 were Mexican Americans, 148 were Negro, and 152 were white. The data failed to support the hypothesis, suggesting that perceptions concerning the development of responsibility are dependent upon ethnic background. The finding further indicates that there is a tendency for boys to believe that children are able to assume responsibility earlier than girls believe they can. Substantial agreement exists between the perceptions of mothers and sixth grade children concerning the ages at which one should expect children to be able to assume responsibility. The wisdom of the children's judgments in selected instances may be questioned. It is clear that children's judgments reflect perceptions which are often based upon comparatively limited experience. 1 reference.

496

Zurcher, Louis A. Particularism and organizational position: A cross-cultural analysis. ***Journal of Applied Psychology*****, 52(2):139–144, 1968.**

The Stouffer-Toby Role Conflict Scale, a measure of particularism, (the value for institutionalized obligations of friendship), was administered to 230 employees in 13 bank branches in Mexico and the United States. Findings support the hypothesis

that for both bank officers and line employees, Mexicans are significantly more particularistic than Mexican Americans, who in turn are significantly more particularistic than Anglo-Americans. The hypothesis that, by ethnic group, officers are less particularistic than line employees is partially supported. The cultural development of particularism and the potential impact of that value upon organizational behavior are discussed. Suggestions are offered to management and to researchers concerning the importance of understanding the interactions among specific value orientations and specific organizational behaviors, and concerning the implications of such interactions for employee satisfaction and organizational integrity. 24 references.

497

Zurcher, Louis A.; Meadow, Arnold; and Zurcher, Susan L. Value orientation, role conflict and alienation from work: A cross-cultural study. *American Sociological Review*, 30(4):539–548, 1965.

A cross-cultural comparison of a work situation that may conflict with the employee's value orientation and result in alienation is presented. It was hypothesized that Mexicans are more "particularistic" (friendship value oriented) than Mexican Americans who in turn are more particularistic than Anglo-Americans. Other corollary hypotheses are that both particularism and alienation are negatively correlated with (1) level of position in the bank, (2) satisfaction with work, and (3) length of bank employment. The Stouffer-Toby Role Conflict Scale and Pearlin Alienation Scale were administered to 230 Mexican, Mexican-American, and Anglo-American bank employees in 13 bank branches. The results of the comparison are as predicted. It is shown that particularism is influenced by cultural background. Since the bank is a universalistically oriented work organization, employee particularism contributes to alienation from work. Furthermore the results show that longevity, level of position, expressed satisfaction with position, and plans to continue working in the bank are negatively related to both particularism and alienation. 28 references.

In the last few years numerous dissertations have been completed which bear on the mental health of the Latins. These dissertation titles are included here. They are not abstracted in this bibliography because they already appear as abstracts in *Dissertation Abstracts*.

Annicchiarico, James R. Syntactically mediated paired-associate learning of normal and educationally retarded Anglo and Mexican-American children. *Dissertation Abstracts International*, 31(4-A):1610, 1970.

Araoz, Danile L. Male Puerto Rican parental self image: How Puerto Rico men in New York feel about being fathers. *Dissertation Abstracts International*, 30(4-A):1629-1630, 1969.

Bailin, Irving B. The roles of social class and ethnic subculture in psychopathogenesis. *Dissertation Abstracts*, 28(12-B):5198, 1968.

Beecher, Robert H. A study of social distance among adolescents of ethnic minorities. *Dissertation Abstracts*, 29(2-A):398-399, 1968.

Blue, Arthur W. Prediction of learning ability across culture. *Dissertation Abstracts International*, 30(11-B):5220, 1970.

Borrego, Eva R. Teaching English as a foreign language to children: First three grades. *Dissertation Abstracts*, 28(12-A):4175, 1969.

Bransford, Louis A. A comparative investigation of verbal and performance intelligence measures at different age levels with bilingual Spanish-speaking children in special classes for the mentally retarded. *Dissertation Abstracts*, 27(8-A):2267, 1967.

Bronson, Louise F. Changes in personality needs and values following conversion to Protestantism in a traditionally Roman Catholic ethnic group. *Dissertation Abstracts*, 27(5-B):1615, 1966.

Burruel, Jose M. A study of Mexican-American tenth-grade students showing the relationship between parental attitudes and socioeconomic level. *Dissertation Abstracts International*, 32(1-A):114-115, 1971.

Cahill, Inogene D. Child-rearing practices in lower socioeconomic ethnic groups. *Dissertation Abstracts*, 27(9-A):3139, 1967.

Cain, Mary A. A study of relationship between selected factors and the school achievement of Mexican-American migrant children. *Dissertation Abstracts International*, 31(8-A):3947, 1971.

Capone, Thomas A. Interaction of selected needs and perceived peer orientation to education as related to academic proficiency in ASPIRA students. *Dissertation Abstracts International*, 30(12-A):5279, 1970.

Carballo, Manuel. A socio-psychological study of acculturation/assimilation: Cubans in New Orleans. *Dissertation Abstracts International*, 31(6-A):305, 1970.

Cirino-Gerena, Gabriel. The development of a vocational interest inventory. *Dissertation Abstracts International*, 31(10-B):6313, 1971.

Collier, Maggie S. A study of the effects of customary language usage upon the learning of concepts by a group of second grade children. *Dissertation Abstracts*, 29(10-A):3489, 1969.

Cordes, Henry M. Effects of selected sequences in pattern practice in Spanish. *Dissertation Abstracts*, 27(10-A):3304, 1967.

Cordova, Ignacio R. The relationship of acculturation, achievement,

and alienation and Spanish American sixth grade students. *Dissertation Abstracts International*, 30(4-A):1357, 1969.

Cordova, R. Rudy. Assessing attitudes and performance of student teachers in Mexican American schools. *Dissertation Abstracts International*, 32(1-A):279, 1971.

Dain, Robert N. Differential effects of effort- and ability-oriented reinforcers on children's academic performance. *Dissertation Abstracts International*, 30(12-A):5282, 1970.

Del Campo, Philip E. An analysis of selected factors in the acculturation process of the Mexican-American elementary school child. *Dissertation Abstracts International*, 31(9-A):4885-4886, 1971.

Etienne, Jerald F. The relationship between language and employment of Caucasian, Negroid, and Spanish-American male educable mentally retarded adults. *Dissertation Abstracts*, 29(4-A):1037, 1968.

Ewing, Dorlesa B. The relationship between anomie, dogmatism, and selected personal-social factors among asocial adolescent boys. *Dissertation Abstracts International*, 31(10-A):5197-5198, 1971.

Ferguson, Geraldine D. Mother-child interactions as predictors of school behavior. *Dissertation Abstracts International*, 31(8-A):4034, 1971.

Findling, Joav. Code and message in bilingual achievement motivation. *Dissertation Abstracts International*, 31(12-B):7570-7571, 1971.

Firme, Thereza P. Effects of social reinforcement on self-esteem of Mexican-American children. *Dissertation Abstracts International*, 30(8-A):3332, 1970.

Fowler, Elaine D. An evaluation of the Engelman-Manning linguistic capacity index as a predictor of reading achievement of Spanish-speaking first-grade children. *Dissertation Abstracts International*, 30(4-A):1331, 1969.

Freiheit, Beryle R. Effectiveness of a daily auditory training program for Spanish-speaking children learning English. *Dissertation Abstracts International*, 31(12-A):6399, 1971.

Fujitani, Shigeaki. Subcultural differences in instrumental preference for reinforcers. *Dissertation Abstracts*, 29(10-A):3459, 1969.

Galvan, Robert R. Bilingualism as it relates to intelligence test scores and school achievement among culturally deprived Spanish-American children. *Dissertation Abstracts*, 28(8-A):3021-3022, 1968.

Gamez, George L. T-groups as a tool for developing trust and cooperation between Mexican-American and Anglo-American college students. *Dissertation Abstracts International*, 31(4-B):2305, 1970.

Garber, Malcolm. Ethnicity and measures of educability: Differences among Navajo, Pueblo and rural Spanish American first graders on measures of learning style, hearing vocabulary, entry skills, motivation and home environment processes. *Dissertation Abstracts*, 29(7-A):2113-2114, 1969.

Garcia, Ernest F. Interference by textual stimuli on selected elements of Spanish pronunciation. *Dissertation Abstracts*, 27(6-A):1540, 1966.

Gillmann, Geneva B. The relationship between self-concept, intellectual ability, achievement, and manifest anxiety among selected groups of

Spanish-surname migrant students in New Mexico. *Dissertation Abstracts International*, 31(1-A):288, 1970.

Grimmett, Sadie A. Problem solving on the same twenty questions by males of four ethnocultural groups at two grade levels. *Dissertation Abstracts International*, 30(10-A):4274, 1970.

Harrison, Helene W. A methodological study in eliciting linguistic data from Mexican-American bilinguals. *Dissertation Abstracts*, 28(10-A): 4157-4158, 1968.

Hassett, Irene D. The effect of type of reinforcer on several lower-class cultural groups. *Dissertation Abstracts International*, 31(10-A):5200, 1971.

Healey, Gary W. Self concept: A comparison of Negro-, Anglo-, and Spanish-American students across ethnic, sex, and socioeconomic variables. *Dissertation Abstracts International*, 30(7-A):2849-2850, 1970.

Hepner, Ethel M. Self-concepts, values, and needs of Mexican-American underachievers. *Dissertation Abstracts International*, 31(6-A): 2736, 1970.

Hill, Floyd W. A study of the influence of socialization anxiety on the achievement of first-grade Mexican-American children. *Dissertation Abstracts International*, 31(12-A):5285-5286, 1970.

Hodges, Jimmy R. Goal-setting behavior and self concepts of elementary Mexican American children. *Dissertation Abstracts International*, 31(10-A):5127, 1971.

Ingham, John M. Culture and personality in a Mexican village. *Dissertation Abstracts*, 29(12-B):4492, 1969.

Jayagopal, Rajabather. Problem solving abilities and psychomotor skills of Navajo Indians, Spanish Americans and Anglos in junior high school. *Dissertation Abstracts International*, 31(10-A):5035, 1971.

Justin, Neal E. The relationships of certain socio-cultural factors to the academic achievement of male Mexican-American high school seniors. *Dissertation Abstracts International*, 30(5-A):1915, 1969.

Kandell, Alice S. Harlem children's stories: A study of expectations of Negro and Puerto Rican boys in two reading-level groups. *Dissertation Abstracts*, 28(6-A):2338, 1967.

Katz, David. The effects of a compensatory educational program on the vocational aspirations, expectations, self-concept, and achievement of selected groups of junior high school students. *Dissertation Abstracts*, 29(9-A):2963, 1969.

Katz, Jerry M. The educational shibboleth: Equality of opportunity in a democratic institution, the public junior college. *Dissertation Abstracts*, 28(10-A):4287, 1968.

Kaufman, Maurice. The effect of instruction in reading Spanish on reading ability in English of Spanish-speaking retarded readers. *Dissertation Abstracts*, 28(4-A):1299, 1967.

Kimball, William L. Parent and family influences on academic achievement among Mexican American students. *Dissertation Abstracts*, 29 (6-A):1965, 1968.

King, Johanna B. Curiosity in young children. *Dissertation Abstracts*, 29(9-B):3468, 1969.

Knapstein, John W. A cross-cultural study of certain personality features of tuberculous alcoholic patients. *Dissertation Abstracts International*, 31(10-B):6260, 1971.

Kopp, James L. I sees 'em as I calls 'em: Hue discrimination and hue naming across cultures. *Dissertation Abstracts*, 28(7-B):3075, 1968.

Kuzma, Kay J. The effects of three preschool intervention programs on the development of autonomy in Mexican-American and Negro children. *Dissertation Abstracts International*, 31(4-A):1623-1624, 1970.

Labelle, Thomas J. Attitudes and academic achievement among male and female Anglo and Spanish American fifth grade students. *Dissertation Abstracts International*, 31(4-A):1624, 1970.

Landman, Ruth H. Some aspects of the acculturation of Mexican immigrants and their descendants to American culture. *Dissertation Abstracts*, 28(8-B):3142, 1968.

Leppke, Ronald D. Perceptual approaches for disadvantaged Anglo- and Mexican-American students. *Dissertation Abstracts*, 28(4-A):1302, 1967.

Linton, Thomas H. Sociocultural characteristics, alienation from school, and achievement among Mexican-American and Anglo sixth grade students. *Dissertation Abstracts International*, 31(8-A):3825-3826, 1971.

Littlefield, Robert P. An analysis of the self-disclosure patterns on ninth-grade public school students in three selected sub-cultural groups. *Dissertation Abstracts International*, 30(2-A):588-589, 1969.

Litzler, Beverly N. Women of San Blas Atempa: An analysis of the economic role of isthmus Zapotec women in relation to family and community. *Dissertation Abstracts*, 29(6-B):1912-1913, 1968.

Lombrozo, Muriel P. Ethnic, racial and social class differences as measured by free-association cognitive responses to verbal and pictorial stimuli. *Dissertation Abstracts International*, 30(5-A):1870, 1969.

Lugo, James O. A comparison of degrees of bilingualism and measure of school achievement among Mexican-American pupils. *Dissertation Abstracts International*, 31(9-A):4554, 1971.

Martinez, Floyd H. A crosscultural study of the psychological aspects of alcoholic and tuberculous-alcoholic patients. *Dissertation Abstracts International*, 31(1-B):398-399, 1970.

McAnany, Emile G. Cross-cultural cognitive development: Two experiments in stimulus mode presentation. *Dissertation Abstracts International*, 32(2-B):1248, 1971.

Merz, William R. A factor analysis of the Goodenough-Harris drawing test across four ethnic groups. *Dissertation Abstracts International*, 31(4-A):1627, 1970.

Modiano, Nancy D. Reading comprehension in the national language: A comparative study of bilingual and all-Spanish approaches to reading instruction in selected Indian schools in the highlands of Chiapas, Mexico. *Dissertation Abstracts*, 27(8-A):2448, 1967.

Morin, Kenneth N. Attitudes of Texas Mexican-Americans toward mental retardation: A Guttman facet analysis. *Dissertation Abstracts International*, 31(2-A):742-743, 1971.

Munsell, Paul E. The relationship between aural discrimination and oral production. *Dissertation Abstracts International*, 31(8-A): 4144, 1971.

Naun, Robert J. Comparison of group counseling approaches with Puerto Rican boys in an inner city high school. *Dissertation Abstracts International*, 32(2-A):742-743, 1971.

O'Brien, Mary G. Relationship of self perceptions of Puerto Rican and non-Puerto Rican parochial school children to selected school related variables. *Dissertation Abstracts International*, 31(7-A):3347-3348, 1971.

Orr, Rodney G. The relationship of social character and dogmatism among Spanish American young adults in three selected institutions in New Mexico. *Dissertation Abstracts*, 28(4-A), 1259-1260, 1967.

Padelford, William B. The influence of socioeconomic level, sex, and ethnic background upon the relationship between reading achievement and self-concept. *Dissertation Abstracts International*, 30(8-A):3330-3331, 1970.

Palomares, Uvaldo H. A study of the role of mobility in the acculturation process of rural migrant and non-migrant disadvantaged Mexican-Americans in the Coachella Valley. *Dissertation Abstracts*, 28(10-A):, 4008, 1968.

Palmer, Michael B. The effects of categorization, degree of bilingualism, and language upon the recall of select monolinguals and bilinguals. *Dissertation Abstracts International*, 31(11-A):5857, 1971.

Parsons, Paul J. A study of values of Spanish-surname undergraduate college students at five state colleges in Colorado. *Dissertation Abstracts International*, 31(8-A):3883-3884, 1971.

Pauck, Frederick G. An evaluation of the self-test as a prediction of reading achievement of Spanish-speaking first grade children. *Dissertation Abstracts International*, 30(1-A):72-73, 1969.

Pomerantz, Norman E. An investigation of the relationship between intelligence and reading achievement for various samples of bilingual Spanish-speaking children. *Dissertation Abstracts International*, 31(9-A):4558, 1971.

Posner, Carmen A. Some effects of Genetic and cultural variables on self-evaluations of children. *Dissertation Abstracts*, 29(12-B):4833-4834, 1969.

Rubincroit, Carl I. Leadership in dyadic groups as a function of dominance and ethnic composition. *Dissertation Abstracts International*, 31(4-B):2265, 1970.

Rusk, Marian T. A study of delinquency among urban Mexican American youth. *Dissertation Abstracts International*, 30(5-A):1877-1878, 1969.

Sardy, Susan J. Dialect, auditory discrimination and phonics skills. *Dissertation Abstracts International*, 30(7-A):2914-2915, 1970.

Sathory, Joseph A. The effects of ability grouping in multi-cultural school situations. *Dissertation Abstracts*, 29(2-A):451, 1968.

Scallon, Richard J. Field articulation: A study of the perceptual style of enuretic boys. *Dissertation Abstracts*, 29(11-B):4369, 1969.

Schwartz, Audrey J. Affectivity orientations and academic achievement of Mexican-American youth. *Dissertation Abstracts*, 28(11-A): 4732-4733, 1968.

Smart, Margaret E. The responses of Mexican-American socioeconomic groups to selected intellectual tasks. *Dissertation Abstracts International*, 30(5-A):1927, 1969.

Soto-Padin, Jose L. A language effect in the recall of Spanish names: Proactive experimentation with English and Spanish in Puerto Rico schools. *Dissertation Abstracts International*, 31(11-B):6959, 1971.

Sprague, Robert O. Factors in students' abilities which condition effectiveness of teaching methods in Spanish. *Dissertation Abstracts*, 28 (11-A):4393, 1968.

Sunshine, Nancy J. Cultural differences in schizophrenia. *Dissertation Abstracts International*, 32(2-B):1197-1198, 1971.

Suraci, Anthony B. Reactions of Puerto Rican and non-Puerto Rican parents to their mentally retarded boys. *Dissertation Abstracts*, 27 (11-A):3739-3740, 1967.

Tallant, Weldon J. Changes in pre-service teachers involved in a multicultural training program utilizing formal presentations, sensitivity training, planned social activities, and a cooperative living arrangement. *Dissertation Abstracts International*, 31(9-A):4608-4609, 1971.

Thiel, Richard H. An analysis of social-cultural factors and performance of primary grade children. *Dissertation Abstracts*, 29(12-A): 4394, 1969.

Thomas, Glen E. A comparison of language concept development among Spanish-American and Caucasian average and mentally retarded children. *Dissertation Abstracts*, 29(4-A):1055-1056, 1968.

Trevino, Bertha A. An analysis of the effectiveness of a bilingual program in the teaching of mathematics in the primary grades. *Dissertation Abstracts*, 29(2-A):521-522, 1968.

Trujillo, Rupert. Rural New Mexicans: Their educational and occupational aspirations. *Dissertation Abstracts International*, 30(2-A):839, 1969.

Valdes, Daniel T. A sociological analysis and description of the political role, status, and voting behavior of Americans with Spanish names. *Dissertation Abstracts*, 28(12-A):5165, 1968.

Vasquez, Librado K. An experimental pilot bilingual model school for transient Mexican-American students. *Dissertation Abstracts International*, 31(4-A):1636, 1970.

Vogler, James D. The influence of ethnicity and socioeconomic status on the pictorial test of intelligence. *Dissertation Abstracts*, 29(2-A): 490, 1968.

Wakefield, Mary W. A comparative study of language patterns in low socioeconomic first graders. *Dissertation Abstracts*, 29(4-A):1056, 1968.

Watson, Billy L. Field dependence and early reading achievement. *Dissertation Abstracts International*, 31(2-A):656-657, 1970.

Weaver, Charles N. A comparative study of selected significant factors in the job performance of the Spanish-surname employee in selected organizations. *Dissertation Abstracts*, 28(10-A):3827-3828, 1968.

Weedman, William L. An analysis of socio-economic factors affecting church ministries with reference to selected minority groups in metropolitan areas. *Dissertation Abstracts*, 28(10-A):4263, 1968.

Weissman, Julius. An exploratory study of communication patterns of lower-class Negro and Puerto Rican mothers and pre-school children. *Dissertation Abstracts*, 27(11-A):3960-3961, 1967.

Subject Index

A

Acculturation: 3, 35, 42, 46, 63, 69, 73, 107, 162, 188, 189, 190, 211, 258, 259, 260, 308, 319, 339, 348, 353, 355, 357, 420, 422, 450, 475
Adolescence: 30, 38, 59, 84, 100, 106, 120, 157, 241, 269, 280, 282, 344, 351, 356, 376, 381, 382, 383, 478, 482, 490, 491
Adler: 29
Adormo: 355
Africa: 396, 410
Aggression: 47, 85, 135, 201, 359, 391, 397, 491
Agringado: 258, 482
Albee: 336
Alcoholism: 162, 171, 198, 232, 258, 301, 312, 324, 342, 435
American Psychiatric Association: 399
American Psychological Association: 336, 399
American Sociological Association: 399
American Special Training Center: 7
Ammons and Aguero: 330
Anastasi and D'Angelo: 11
Anthropology: 3, 112, 341, 465, 466
Arizona: 178, 290, 341, 441, 462
Army: 5, 6, 8, 116, 125, 424
Asia: 396, 410
Assimilation: 42, 102, 191, 192, 261, 307, 317, 339, 342, 344, 420
Association of Psychologists for La Raza: 358
Associations of Psychology, Psychiatry, and Sociology: 399
Ataque nerviosa: 161
Atkinson's motivational theory: 471

B

Barber: 122
Bellevue Hospital: 490, 491
Berlos' source-message-channel-receiver model: 354
Biculture: 31, 32, 39, 300, 318, 334, 354, 356, 467, 477
Bilingual early childhood educational program: 327
Bilingual/bicultural testing and assessment workshop: 31
Bilingualism (*See also* Languages): 4, 5, 7, 9, 10, 15, 28, 31, 32, 33, 39, 49, 53, 74, 76, 77, 78, 104, 115, 123, 127, 136, 137, 153, 158, 169, 176, 182, 188, 189, 201, 218, 225, 249, 261, 283, 284, 290, 306, 318, 327, 330, 334, 337, 338, 350, 354, 358, 379, 401, 405, 407, 408, 449, 460, 467, 469, 485, 486, 487, 488
Boyle Heights Project: 317
Buenos Aires: 269

282

C

California: 44, 59, 218, 310, 348, 404, 420, 461
Los Angeles: 13, 37, 51, 82, 85, 101, 103, 104, 105, 216, 217, 218, 219, 235, 255, 312, 329, 435, 467, 468
San Diego: 13
San Francisco: 63
California Youth Authority: 392
Canada: 96
Canal Zone: 234
Caribbean: 402, 410
Catholics: 41, 44, 65, 74, 114, 132, 293, 348, 355, 410, 419, 478
Centers for Mental Hygiene: 360
Chavez, Beatriz: 63
Chicago: 17, 45, 71, 154, 241, 269, 380, 381, 382, 383, 425
Chicano comprehensive mental planning project: 467, 468
Childrearing practices: 3, 12, 35, 47, 99, 116, 131, 151, 209, 232, 265, 296, 320, 321, 328, 391
Children (*See also* Students): 1, 2, 9, 10, 11, 12, 13, 18, 19, 27, 30, 31, 34, 39, 44, 46, 48, 49, 50, 52, 53, 54, 58, 60, 62, 63, 65, 68, 69, 70, 71, 72, 75, 76, 79, 80, 81, 83, 84, 85, 90, 101, 106, 113, 115, 118, 122, 131, 134, 140, 145, 146, 147, 148, 149, 152, 159, 160, 168, 176, 177, 179, 180, 181, 183, 184, 185, 189, 190, 196, 197, 200, 205, 208, 209, 224, 225, 226, 239, 240, 244, 248, 256, 261, 263, 265, 271, 273, 285, 287, 288, 297, 298, 300, 305, 306, 308, 313, 315, 317, 320, 321, 327, 328, 331, 338, 340, 341, 345, 349, 357, 358, 361, 367, 371, 388, 389, 401, 402, 403, 405, 406, 408, 409, 419, 428, 430, 434, 437, 441, 442, 443, 445, 450, 451, 452, 457, 465, 469, 471, 472, 473, 477, 479, 482, 484, 492, 493, 495
Chile: 133
Civil rights movement: 358
Civil service system: 254
Colonialism: 310
Colorado: 146, 198, 230, 412, 462, 481
Denver: 9, 103
Columbia: 204
Communication (*See also* Media): 173, 263, 290, 327, 339, 348, 368, 436, 444, 453
Communism: 403
Competitiveness: 208, 256, 328
Connecticut: 153, 303
Consultation service: 414
Costumes: 15
Counseling (*See* Guidance personnel)
Crime: 16, 25, 26, 59, 125, 318, 383, 435, 454, 470, 490
Criterion reference system: 31
Cultural factors: 1, 3, 12, 13, 20, 21, 28, 29, 35, 37, 46, 55, 60, 62, 66, 70, 73, 74, 80, 87, 93, 98, 104, 107, 108, 110, 124, 131, 269, 270, 314, 322, 343, 350, 353, 373, 378, 382, 389, 401, 402, 407, 409, 411, 417, 420, 422, 424, 425, 426, 431, 436, 442, 444, 445, 447, 450, 455, 457, 459, 462, 467
Curanderismo: 105, 226, 230, 233, 259, 260, 322, 421

D

Darwin: 315
Delinquency: 35, 37, 92, 104, 106, 119, 157, 241, 294, 317, 369, 385, 392, 409, 446, 447, 454, 470
Diets: 7, 15, 17, 75, 178, 290, 340, 460
Drugs: 24, 25, 26, 40, 59, 100, 106, 119, 132, 135, 154, 157, 241, 243, 245, 302, 312, 317, 324, 362, 383, 414, 490, 491
Duval, Merlin K.: 463

E

East Los Angeles Halfway House: 302
East Los Angeles Mental Health Services: 312
Education: 1, 3, 7, 10, 12, 13, 14, 15, 18, 20, 21, 22, 23, 35, 39, 46, 49, 50, 53, 54, 55, 58, 61, 62, 66, 70, 71, 74, 78, 79, 81, 82, 84, 85, 90, 113, 114, 122, 125, 136, 137, 140, 145, 148, 152, 155, 165, 178, 179, 180, 181, 183, 186, 187, 188, 189, 194, 195, 196, 210, 221, 222, 225, 228, 238, 240, 261, 266, 279, 281, 284, 286, 287, 288, 290, 291, 300, 306, 309, 318, 320, 321, 325, 327, 330, 339, 340, 342, 344, 347, 351, 353, 357, 359, 361, 364, 365, 371, 380, 384, 387, 389, 407, 408, 409, 415, 419, 422, 426, 440, 443, 450, 452, 465, 467, 468, 474, 477, 480, 484, 488
Educational status (levels): 11, 14, 35, 64, 94, 111, 114, 125, 148, 237, 247, 292, 298, 320, 321, 354, 367
Embrujo: 134
Employment (*See* Occupational status)
Environment: 35, 179, 180, 405
Ethnic groups:
  African: 402
  Anglo-American: 2, 4, 8, 13, 14, 18, 27, 30, 31, 32, 34, 44, 46, 48, 49, 50, 52, 54, 61, 62, 64, 65, 71, 72, 73, 74, 82, 83, 85, 102, 103, 107, 111, 113, 122, 125, 136, 147, 150, 151, 162, 165, 167, 168, 174, 176, 186, 190, 193, 194, 196, 198, 199, 200, 203, 208, 209, 215, 217, 220, 222, 224, 228, 229, 230, 233, 237, 238, 239, 249, 256, 271, 287, 290, 292, 294, 296, 298, 299, 302, 308, 309, 318, 319, 325, 328, 330, 331, 333, 343, 344, 349, 351, 352, 354, 359, 361, 366, 367, 369, 370, 381, 382, 383, 387, 390, 392, 393, 401, 411, 416, 418, 421, 422, 425, 426, 429, 430, 431, 432, 444, 448, 471, 473, 474, 475, 478, 480, 484, 492, 494, 495, 497
  Appalachian: 166, 380, 453
  Armenian: 159
  Asian: 159, 168
  Assyrian: 159
  Caucasian: 106, 128, 197, 214, 278, 279, 281, 282, 419, 434, 452, 483
  Chicano: 17, 45, 71, 129, 136, 137, 202, 224, 299, 308, 310, 334, 336, 347, 354, 357, 358, 387, 404, 439, 463, 467, 468, 477, 493
  Chinese American: 36, 130, 206, 221, 248, 249, 428, 434
  Columbian: 173
  Cuban: 19, 398, 427
  Danish: 159
  Filipino: 5, 221, 289
  German: 159, 198

Indian: 5, 6, 13, 36, 145, 162, 165, 168, 198, 211, 212, 222, 278, 279, 280, 281, 282, 286, 341, 369, 370, 411, 421, 452, 489, 493, 495

Irish American: 94, 95, 96, 98, 99

Italian American: 114, 139, 171, 172, 198, 206, 239

Japanese American: 36, 221

Jewish: 36, 94, 95, 96, 98, 99, 131, 132, 159, 171, 248, 345, 366, 410, 428, 438

Latin American: 113, 230, 234, 263, 264, 344, 351, 367

Mexican: 4, 5, 6, 7, 27, 29, 32, 42, 46, 65, 70, 75, 79, 86, 87, 110, 114, 140, 145, 146, 147, 148, 149, 156, 173, 190, 191, 192, 208, 209, 220, 221, 231, 242, 244, 253, 256, 264, 272, 273, 277, 280, 281, 282, 286, 289, 296, 297, 305, 306, 309, 328, 341, 343, 355, 360, 428, 436, 442, 462, 464, 466, 496, 497

Mexican American: 7, 11, 12, 15, 17, 18, 27, 30, 31, 32, 36, 37, 39, 41, 42, 46, 47, 52, 54, 55, 56, 59, 62, 63, 64, 65, 68, 72, 79, 81, 82, 83, 84, 85, 101, 102, 103, 104, 105, 107, 109, 111, 112, 122, 123, 125, 150, 154, 160, 166, 168, 174, 176, 179, 180, 186, 187, 192, 196, 197, 199, 202, 205, 208, 214, 215, 216, 217, 218, 221, 222, 233, 235, 236, 237, 239, 249, 252, 255, 256, 257, 258, 259, 260, 276, 277, 278, 279, 284, 287, 288, 289, 290, 291, 292, 293, 294, 296, 298, 301, 302, 307, 308, 310, 311, 312, 313, 314, 315, 317, 319, 322, 325, 327, 328, 329, 331, 333, 334, 338, 340, 342, 347, 348, 349, 352, 355, 356, 357, 358, 361, 362, 377, 378, 384, 389, 390, 392, 393, 395, 398, 401, 417, 418, 419, 425, 426, 431, 432, 437, 439, 440, 441, 442, 443, 447, 448, 450, 452, 455, 457, 460, 461, 462, 464, 465, 469, 471, 473, 474, 475, 479, 481, 483, 492, 495, 496, 497

Mormon: 211, 212

Negro: 1, 2, 5, 6, 11, 14, 23, 30, 31, 32, 33, 34, 36, 38, 40, 44, 62, 64, 81, 85, 90, 93, 94, 95, 96, 98, 99, 101, 106, 107, 111, 112, 125, 128, 130, 131, 132, 135, 136, 151, 154, 159, 165, 168, 176, 197, 199, 206, 210, 213, 214, 220, 221, 235, 237, 241, 243, 245, 248, 256, 285, 286, 288, 289, 298, 299, 303, 309, 329, 345, 349, 351, 352, 362, 366, 367, 369, 380, 381, 382, 383, 384, 390, 392, 396, 397, 410, 413, 418, 419, 424, 425, 426, 432, 434, 438, 447, 452, 453, 461, 473, 479, 483, 490, 491, 493, 494, 495

Portuguese: 159

Puerto Rican: 1, 10, 11, 14, 23, 24, 25, 26, 33, 34, 38, 40, 43, 66, 67, 69, 76, 90, 91, 92, 93, 94, 95, 96, 98, 99, 106, 116, 118, 121, 124, 126, 128, 131, 132, 135, 139, 141, 142, 143, 144, 151, 152, 154, 161, 164, 170, 171, 172, 176, 177, 183, 184, 185, 188, 195, 206, 210, 213, 220, 221, 222, 240, 241, 243, 245, 246, 247, 248, 251, 262, 263, 264, 265, 267, 285, 286, 303, 320, 321, 325, 345, 353, 355, 366, 371, 372, 373, 374, 376, 380, 381, 382, 383, 391, 396, 397, 400, 410, 413, 424, 427, 430, 434, 438, 449, 451, 453, 454, 458, 459, 466, 470, 472, 482, 490, 491, 493, 494

Spanish: 398

Spanish American: 9, 13, 48, 49, 50, 61, 75, 133, 134, 162, 165, 167, 175, 178, 193, 198, 203, 211, 212, 225, 230, 232, 238, 274, 318, 330, 369, 370, 411, 412, 416, 420, 421, 422, 446, 462, 476, 480, 484

Spanish American: 159
West Indian: 220, 402
Ethnoreligious groups (*See also* Ethnic groups): 170, 171

F

Family [illegible]ning: 44
Family relationships: 12, 22, 28, 35, 47, 66, 67, 74, 86, 104, 118, 121, 132, 134, 136, 139, 151, 152, 154, 156, 165, 167, 175, 180, 194, 199, 205, 230, 240, 253, 260, 263, 264, 265, 275, 278, 284, 286, 296, 309, 311, 319, 329, 334, 338, 342, 346, 351, 353, 354, 360, 367, 374, 376, 381, 384, 391, 393, 395, 402, 417, 439, 442, 448, 458, 461, 462, 468, 476, 482, 490
Field Mental Health Program: 354
Florida: 91
Folk medicine (*See also* Mental health): 33, 34, 53, 73, 75, 105, 133, 216, 218, 226, 247, 251, 257, 259, 276, 322, 377, 390, 394, 411, 416

G

Games: 254, 263, 287, 328
Genealogy: 399
Georgia: 187
Ghetto: 10, 40, 103, 241, 325, 396, 413, 414
Gorgas Hospital: 234
Great Britain: 396
Guerrero, Diaz: 118
Guidance personnel: 15, 20, 23, 66, 74, 255, 284, 288, 291, 325, 339, 353, 380, 389, 414, 440
Guide to Graduate Departments in Sociology: 311

H

Head Start: 71, 115, 367, 443, 472
H.E.W.: 463
Health Services and Mental Health Administration: 463
Heraldry: 399
Hidalgo Project: 258
Hospital Infantil: 360
Hostility: 199, 381, 446
Huffman: 355

I

Illiteracy: 6, 8
Immigration: 19, 63, 191, 192, 205, 221, 307, 425, 458, 459, 464
India: 364, 444
Inglesado: 260
Intelligence quotient (IQ) (*See also* Intelligence tests and Tests): 4, 6, 10, 11, 31, 34, 39, 43, 52, 55, 60, 61, 64, 70, 76, 79, 111, 112, 122, 125, 137, 138, 146, 148, 149, 155, 159, 177, 183, 184, 185, 196, 197, 225, 228, 249, 250, 299, 303, 306, 340, 369, 371, 427, 432, 451, 465, 472
Intelligence tests (general) (*See also* Tests): 2, 4, 10, 27, 34, 52, 65, 76, 78, 79, 125, 137, 145, 148, 149, 159, 163, 184, 187, 201, 231, 261, 304, 334, 340, 344, 365, 367, 371, 392, 405, 406, 409, 432, 451, 465

J

Jaramillo, Don Pedrito: 377

K

Kentucky: 59
Lexington: 59, 132, 154

L

La Academia de La Raza: 20
La Academia de Nueva Raza: 21
Language: 2, 7, 10, 15, 28, 34, 46, 48, 58, 60, 65, 72, 77, 79, 80, 91, 110, 115, 126, 140, 152, 158, 169, 177, 203, 204, 215, 228, 244, 246, 249, 250, 261, 271, 274, 283, 285, 305, 323, 327, 337, 342, 347, 350, 353, 361, 368, 379, 382, 392, 405, 409, 423, 430, 443, 449, 450, 452, 457, 460, 469, 472, 485, 486, 487, 488
La Raza: 20, 308
Latin America: 78, 118, 163, 344, 410, 489
Learning (*See* Education)
Lewinian concept: 471
Lewis, Oscar: 29, 403, 466
Levinson: 355
Linguistics (*See* Language)
Locura: 376
Los Angeles Alcoholic Rehabilitation Clinic: 342
Los Angeles County General Hospital: 478
Los Angeles County Probation Dept.: 255
Los Angeles Police Academy: 329

M

Machismo: 16, 253, 346
Magic (*See* Superstition)
Malinowski: 386
Manifest Destiny: 315
Manitos: 420
Marriage (*See* Sexual Behavior and Family Relationships)
McGuire: 344
Medicine: 73, 133, 259, 322, 411, 416, 455, 476
Media: 7, 277, 283, 313, 430
Mental health (*See also* Folk medicine): 3, 17, 21, 63, 66, 73, 86, 97, 98, 104, 105, 108, 130, 170, 193, 194, 202, 215, 216, 218, 219, 251, 258, 267, 268, 312, 315, 324, 334, 335, 336, 350, 354, 358, 374, 375, 376, 404, 410, 414, 416, 456, 457, 463, 467, 468, 481
Mental retardation: 4, 39, 55, 60, 63, 64, 90, 140, 146, 298, 299, 361, 419, 429
Psychiatrics: 35, 43, 67, 93, 94, 95, 96, 99, 105, 107, 108, 109, 110, 111, 128, 132, 154, 172, 193, 194, 214, 217, 218, 219, 226, 227, 230, 234, 251, 259, 262, 312, 315, 333, 336, 397, 414, 455, 457, 483
Psychiatrists: 67, 97, 99, 112, 116, 227, 259, 315, 342, 375, 398, 421
Psychopathology: 94, 97, 98, 99, 111, 112, 133, 134, 253, 264, 293
Psychotherapy: 36, 105, 214, 218, 226, 259, 265, 438, 456, 483

Mental Health Planning Conference for the Spanish Speaking: 324
Mental illness (*See* Mental health)
Merton's theory: 401
Mexico: 16, 84, 89, 102, 108, 118, 256, 272, 296, 347, 365, 399, 436, 489, 496
  Mexico City: 86, 242, 343, 360, 365
Michigan: 47
  Detroit: 190, 192, 233
Middle East: 410
Migrants: 10, 42, 47, 69, 84, 107, 142, 175, 267, 268, 284, 289, 290, 410, 430, 436, 453, 462
Minnesota: 444
Minority Studies Center: 335
Model neighborhood area: 354
Monolingualism (*See also* Language): 4, 5, 7, 32, 53, 77, 176, 229, 249, 250, 337
Music: 132, 147

N

Narcotics (*See* Drugs)
National Autonomous University of Mexico: 89
National Health Service Corps: 463
National Institute of Mental Health: 324, 335
National University of Mexico: 489
New Mexico: 145, 146, 165, 178, 183, 203, 406, 416, 420, 421, 422, 462, 476, 480
  Albuquerque: 225
New York City: 11, 40, 76, 90, 92, 93, 95, 96, 98, 106, 123, 126, 130, 135, 154, 157, 170, 171, 172, 188, 204, 206, 241, 247, 251, 267, 268, 358, 380, 381, 382, 383, 413, 434, 472, 478, 491
New York City Youth Board: 135
New York City Council Bureau: 157
Nutrition (*See* Diets)

O

Occupational status (level): 11, 102, 114, 151, 223, 236, 237, 247, 298, 320, 321, 342, 348, 426
Oklahoma: 145
Oregon: 284

P

Palomilla: 395
Parental involvement program: 327
Parents (*See* Family relationships)
Parsons, Talcott: 147
Paz, Octavio: 29
Peru: 133
Philadelphia: 397, 430
Physicians: 105, 219, 252, 259, 276, 342
Piaget's Conservation of Time Experiment: 83, 387
Pictures: 2, 9, 27, 31, 51, 71, 85, 273, 301, 366
Police: 37, 85, 329, 400, 454, 465, 475, 491
Poverty: 56, 136, 143, 206, 235, 315, 325, 336, 380, 401, 410, 466

Prejudice (*See also* Racism): 103, 200, 221, 282, 352, 407, 420
Preston School of Industry: 447
Prisoners: 25, 125, 302, 362, 392, 454
Professional Psychology Association: 399
Project Catch-Up: 279, 281
Prostitution: 25, 301
Protestants: 41, 96, 99, 114, 132, 293, 403, 410, 419, 425
Public Health Service Hospital: 132, 154
Puerto Rico: 25, 118, 119, 163, 269, 304, 364, 365, 373, 375, 391, 403, 424, 444, 454, 478
Puerto Rico Institute of Psychiatry: 116

Q–R

Racism: 89, 136, 220, 277, 313, 315, 339, 396, 424
Ramos, Samuel: 26
Religion: 7, 36, 41, 104, 114, 136, 162, 227, 293, 322, 342, 370, 416, 425, 462, 468, 478
Residential mobility: 22, 42
Rivalry: 209
Riverside Hospital: 106, 245
Rodman, Hyman: 213
Rosenthall, Jacobson: 122

S

Scales (*See* Tests)
Scandanavia: 410
Schizophrenia: 74, 104, 107, 111, 112, 116, 117, 154, 263, 265, 315, 354, 374, 375, 376, 410
Schools (*See* Education)
Science Research Associates Youth Inventory: 364
Segregation: 267
Sensitivity training: 397
Sex differences: 1, 4, 9, 10, 19, 23, 30, 50, 53, 59, 86, 110, 206, 208, 248, 249, 254, 280, 332
Sex roles: 1, 23, 118, 205, 253, 319, 332, 342, 346, 374, 482
Sexual behavior: 44, 84, 86, 99, 106, 128, 134, 154, 241, 242, 253, 307, 309, 380, 382, 414, 450, 461
Slum (*See* Ghetto)
Social scientists: 56, 346, 378, 464
Social workers (*See also* Guidance personnel): 20, 129, 136, 192, 233, 270, 313, 342
Socioeconomic status (level): 14, 16, 18, 36, 39, 40, 41, 42, 45, 53, 73, 85, 90, 102, 114, 166, 174, 175, 184, 197, 210, 215, 240, 242, 250, 288, 293, 297, 298, 299, 303, 309, 315, 319, 322, 338, 340, 356, 359, 362, 365, 376, 403, 409, 418, 426, 434, 436, 446, 448, 455, 467, 473
South Shore-Rockaway Mental Health Services: 130
Spain: 133, 411, 416, 489
Spiritualists: 141, 142, 144
Stereotypes: 36, 54, 56, 102, 103, 136, 187, 192, 295, 301, 315, 319, 334, 353, 378, 473, 494
Students (general): 48, 49, 52, 54, 58, 65, 70, 71, 85, 89, 90, 102, 120, 140, 145, 176, 196, 261, 271, 272, 417, 432, 480, 484, 492

Elementary: 1, 2, 9, 52, 53, 60, 62, 65, 72, 76, 79, 85, 113, 122, 146, 147, 148, 150, 159, 166, 177, 179, 180, 186, 187, 189, 196, 225, 238, 266, 273, 285, 287, 297, 303, 305, 308, 323, 325, 365, 387, 406, 434, 437, 441, 443, 494, 495
Jr. High: 9, 27, 60, 65, 82, 113, 146, 148, 150, 177, 278, 280, 303, 331, 351, 359, 397, 406
High: 9, 14, 54, 82, 121, 177, 203, 236, 250, 274, 289, 308, 309, 323, 325, 356, 359, 433, 477, 478, 487
College: 40, 44, 91, 121, 158, 174, 274, 304, 316, 343, 355, 363, 373, 432, 440, 489
Suicide: 458, 459
Superstition (*See also* Folk medicine): 17, 134, 136, 260, 294, 375, 380, 386, 393, 416
Surveys (*See* Tests)
Susto: 183, 332, 393, 394, 455

T

Teachers (*See* Education)
Teaching (*See* Education)
Tests:
Adjustment Test (8)
Ammons Full-Range Picture Vocabulary Test (330)
Army General Classification Test (6, 125)
Arthur Performance Scale (429)
Attribution of Responsibility Scale (91)
Barranquilla Rapid Survey Intelligence Test (204)
Bender Visual-Motor Gestalt Test (228)
Bogardus' Social Distance Scale (36)
California Achievement Tests (53, 125, 460)
California F Scale (355)
California Psychological Inventory (155, 278, 279, 280, 281, 282)
California Reading Test (179)
California Test of Mental Maturity (52, 196, 344, 392)
Cattell Culture-Free Intelligence Test (10, 58, 231)
Child Manifest Anxiety Scale (358)
Child Self-Description Scale (187)
Choice Test (71)
Children's Anxiety Scale (351)
Children's Responsibility Inventory (495)
Christie Revision of the F Scale (106)
Cloze Tests (72)
Cole-Vincent Group Test (423)
Coloring Test (71)
Comprehensive Test of Basic Skills (31)
Cooperative Primary (31)
Cooperative Youth Study Scales (351)
Cooper Smith Self-Esteem Inventory (494)
Cornell Medical Index (234, 293)
Cornell Parent Behavior Description (478)
Cultural Attitude Inventory (68)
Culture-Fair Intelligence Test (31)
Detroit Beginning First Grade (52)
Detroit Primary (52)

Tests (continued)
Diverse Mental Abilities Test (131)
Draw-A-Man Test (See also *Goodenough Draw-A-Man Test*) (154)
Durrell-Sullivan Reading Capacity Test (53, 261)
Escala de Inteligencia Wechsler Para Niños (60)
Educational Opportunities Survey (286)
Fairbanks Test of Articulation for Non-Readers (53)
Frosty Test of Visual Perception (300)
Full-Range Picture Vocabulary Test (9)
Gates Reading Survey (204)
General Aptitude Test Battery (392)
Gillmore Oral Reading Test (53)
Goodenough Draw-A-Man Test (11, 79, 154, 201, 239)
Goodenough Intelligence Test (159, 273, 371)
Guttman Attitude Scale (170, 425)
Haggerty Intelligence Test (406)
Health Adjustment Scale (356)
Hoffman Bi-lingual Schedule (330)
Holtzman Test of Bilingualism (201)
Holtzman Inkblot Technique (112, 190, 445)
Home Adjustment Scale (356)
Illinois Test of Psycholinguistic Abilities (62, 207, 228, 300)
Inglis Tests of English Vocabulary (203)
Inter-American Series—General Ability (31)
Internal-External Scale (91)
Kuhlman-Anderson Test (52, 65)
Kuhlman-Binet (299)
Language Facility Test (285)
Leiter International Performance Scale (327)
Letter Sets Test (32)
Lie Scale (446)
Lorge-Thorndike Intelligence Test (31, 187)
Madsen's Cooperation Board (256)
Marlowe-Crowne Social Desirability Scale (125)
Maximizing Difference Game (287)
McClelland Four Need Achievement Cards (41)
McClelland Thematic Apperception Test (174)
Mechanical Aptitude Test (6)
Metcalf Rigidity Scale (245)
Metropolitan Achievement Test (183)
Metropolitan Readiness Test (30, 305, 434)
Metropolitan Reading Achievement Test (183)
Mexican Family Attitude Scale (355)
Michigan Oral Production Test (31)
Minnesota Multiphasic Personality Inventory (8, 125, 358, 363)
Minnesota Teacher Attitude Inventory (70)
National Intelligence Test (140, 145, 146, 177)
New Inter-American Series Tests of General Ability and Test of Reading (31)
New Stanford Reading and Arithmetic Tests (271)
New York University Modality Test (434)
Number Series Tests (32)
Nurses Observation Scale for Inpatient Evaluation (112)

Tests (continued)

Object Sorting Test (297)
Otis Classification Test (148)
Otis Group Intelligence Scale (261, 306)
Otis SA Test of Mental Ability (155)
Otis Test of Mental Ability (201)
Pantomime Group Intelligence Test (140)
Parent Image Differential (156)
Peabody Picture Vocabulary Test (31, 327, 367)
Pearlin Alienation Scale (497)
Pensacola Z Personality Survey (373)
Phillips Anxiety Test (415)
Picture Anxiety Test (415)
Pintner-Cunningham Primary Mental Test (52, 76, 140, 177)
Pintner Nonlanguage Intelligence Test (149)
Point Scale Performance Test (68)
Porteus Maze Test (369)
Principal Component Method (128)
Projective Test of Racial Attitudes (200)
Psychiatric Status Schedule (96, 99)
Public School Achievement Test (65)
Raven Progressive Matrices (58, 304)
Reaction-Time Test of Bilingualism (201)
Reading and Math Objective Tests (6)
Real Ideal Scale (351)
Role-Playing Test (22)
Rorschach Test (43, 154, 199, 211, 212)
Rosen Scale (41)
Rosenzweig Picture-Frustration Study (446)
Rotter Internal-External Scale (418)
Sears, Maccoby, and Levin Interview Scale (222)
Seashore Test (147)
Self-Concept Scale (187)
Sentence Completion Test (22)
Shofen's Parent Attitude Survey (155)
Siegal Manifest Hostility Scale (155, 446)
Slot-Class Achievement Motivation Profile (123)
Social Desirability Scale (446)
Social Readjustment Rating Scale (235)
Spearman and Brown Formula (305)
Spielberger State-Trait Anxiety Inventory (316)
Sroles' Five Item Anomie Scale (322)
St. Paul Scale of Family Functioning (151)
Stanford Achievement Reading Examination (274)
Stanford Achievement Test (49, 187, 406)
Stanford-Binet Intelligence Test (9, 52, 137, 184, 185, 225, 299, 428)
Stanford-Binet Scale Revised (371)
Stanford-Binet Vocabulary (408)
Stouffer-Toby Role Conflict Scale (496, 497)
Structured Interview Schedule (96, 99)
Student Belief Inventory (38)

Tests (continued)
Temporal Spatial Concept Scale (176)
Test of General Ability (58, 122)
Test Rapido Barranquill (58)
Thematic Apperception Test (120, 121, 123, 154, 174, 199, 275, 320)
Thorndike Addition Test (150)
Uses Test (269)
Vane Kindergarten Test (472)
Visual Classification Performance Test (5)
Wechsler Intelligence Scale for Adults (8, 58, 163, 164, 300, 432)
Wechsler Intelligence Scale for Children (4, 31, 55, 60, 61, 189, 228, 299, 366, 371, 432, 451)
Wechsler Mental Ability Scale (5, 6)
Wepman Auditory Discrimination Test (18, 300)
Texas: 64, 109, 145, 146, 193, 236, 237, 257, 258, 259, 260, 271, 272, 310, 343, 351, 377, 393, 431, 461, 462
Fort Worth: 59
San Antonio: 79, 226, 273, 296, 316, 354, 362, 463, 474, 475
Tuberculosis: 232, 322

U

University of Puerto Rico: 304
University of Texas: 89
Urbanization: 42, 63

V

Venezuela: 204
Veroff: 287
Veterans: 199, 211

W

Washington: 81, 401
Washington, D.C.: 241, 380, 381, 382, 383
West Germany: 364
West Indies: 396
Work (*See* Occupational status)
Work efficiency: 150

X–Y–Z

Yucatan: 478

☆ U.S. GOVERNMENT PRINTING OFFICE: 1974 O—507-717